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This booklet provides representative examples of approaches that 36 Chambers of Commerce across the nation have taken to problems of employment in their locales. Their experiences have been selected to illustrate the various means used by businessmen to work cooperatively with others toward the solution of local problems related to school, training, and employment. For each example, one page describes the problem, the solution, and the followup action taken by local chambers. Extra pages explain several of them more fully, and names, addresses, and telephone numbers show where to acquire additional information. Included are descriptions of local Chambers working with education officials, guidance counselors, school students, school dropouts, young and adult unemployed, employed workers, and employers. (ET)

ED0 26470

TARGET: EMPLOYMENT!

CHAMBER OF COMMERCE OF THE UNITED STATES / WASHINGTON, D.C.

VT005020

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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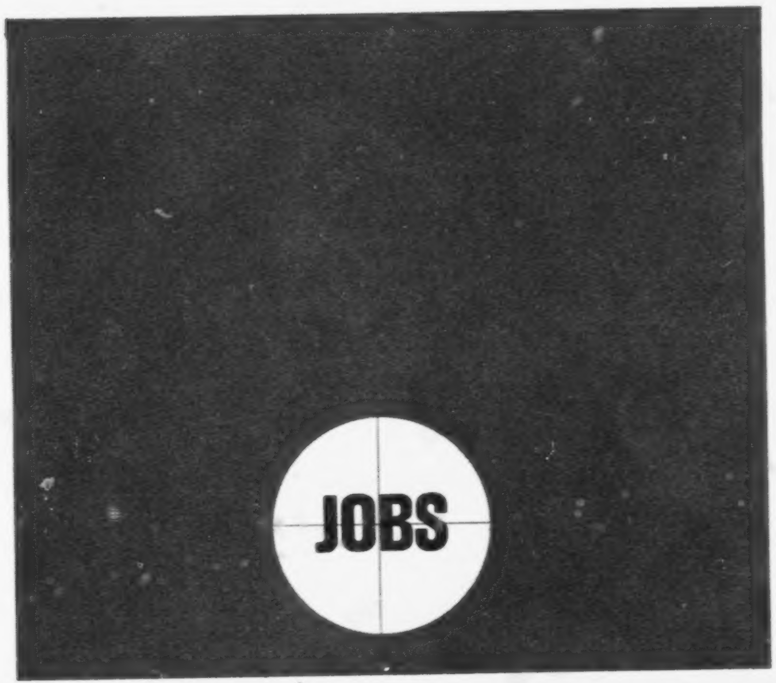

TARGET: EMPLOYMENT!

CHAMBERS OF COMMERCE WORKING WITH:

EDUCATION OFFICIALS
GUIDANCE COUNSELORS
SCHOOL STUDENTS
HIGH SCHOOL DROPOUTS
YOUTH UNEMPLOYED
ADULT UNEMPLOYED
EMPLOYED WORKERS
EMPLOYERS
THE PUBLIC

Representative Examples of CHAMBER OF COMMERCE ACTION PROGRAMS ■ Compiled by Chamber of Commerce of the United States ■ Washington, D. C. ■ March 1964

TARGET: EMPLOYMENT!

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Chamber of Commerce of the United States

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FOREWORD

It helps to know what other people are doing about problems that you face -- or may soon face. This is the reason for this booklet.

Virtually every American community is affected to some degree by the problems of employment.

In this booklet you will find representative examples of how local chambers of commerce across the nation have viewed problems connected with education, training, and employment ... of solutions they have worked out ... of their follow-up actions.

We hope you will use these examples for inspiration. Take any of the ideas you find and apply them to problems in your hometown, region, or state.

To save you time and effort, each example is briefed on a page. Further detail is shown for each. Extra pages explain several of them more fully. Names, addresses, and telephone numbers show where to write or call for copies of materials or additional information.

Let these experiences work for you.

I can't think of a more satisfying way to build our communities than to help in the urgent task of getting jobs and improving job opportunities for our fellow citizens.

Arch N. Booth
Executive Vice President
Chamber of Commerce of
the United States

TARGET: EMPLOYMENT!

In the mid-1960s the employment picture in the United States presents a paradox.

Millions of Americans are seeking jobs. Simultaneously tens of thousands of firms -- business, industrial, service -- are seeking workers ... some a few, others thousands. Mathematically the solution seems simple: Fit the available workers to the available jobs.

However, anyone who has sought a job -- or sought to hire others -- knows that the problems of employment seldom yield to easy solutions. Instead, these problems appear infinitely complex.

Obviously the problems of employment will grow more difficult -- if nothing is done about them. But something _is_ being done, as this booklet demonstrates.

Many argue that the problems of employment are national in scope and therefore that the federal government should and must solve them.

On the other hand realism suggests that the problems basically are personal, involving just two individuals: the employer and the employee.

Essentially, this can be said: Employment is a community affair, eminently deserving of local solutions.

For many years, chambers of commerce throughout the United States have dealt with employment problems. In thousands of communities local chambers have helped to fit workers to jobs, and jobs to workers. In this process these chambers have learned much:

-- _First_ and foremost, they have learned to identify the problem -- in their community, area, or state.

-- Second, they have learned how to work with others -- to develop solutions that match local situations.

-- Third, they have learned to follow up successfully -- to work everlastingly with the developing complexities of employment problems.

Meanwhile, the National Chamber -- largely through its Education Committee, made up of experienced and dedicated business executives -- thoroughly analyzed the relationships between employment and education development, including vocational training and retraining. Numerous programs are in operation to help local chambers work with school officials, students, and business firms in their communities.

A Special Committee on Unemployment was formed to study and report to the Board of Directors on ways to combat unemployment. Its recommendations are incorporated in the Chamber's program of manpower development and training.

Out of all these efforts a tremendous reservoir of experience has evolved -- all having to do with solving school, training, and employment problems.

TARGET: EMPLOYMENT! is a guidebook of ideas and projects which dips into this reservoir. Experiences of 36 local chambers of commerce have been selected to illustrate methods, techniques, devices, etc. aimed at getting individuals ready for jobs, and jobs ready for individuals.

We offer this booklet and these ideas as ammunition in the continuing campaign of business organizations to strengthen America through voluntary action.

Example No. 1

Community:
PAWTUCKET, RHODE ISLAND

Population - 81,001

THE PROBLEM:

How can area business and professional men effectively provide constructive suggestions for improvement of the local public school system?

Basic Belief: "People of any community--as distinguished from professional educators--can make a definite, positive contribution to public education not only in the provision of funds but by establishing values and goals and then judging results."

THE SOLUTION:

The Chamber's Board of Directors annually selects "for their ability and interest" Education Committee members who report systematically on local school board programs and progress.

Yearly, a report of findings is published by the Committee.

Each yearly report deals with a separate subject; for example:

- Curriculum and supervision in junior and senior high schools;
- Local facilities for vocational education.

THE FOLLOW-UP:

The printed yearly reports of findings circulate widely.

Current project: A report on progress of local high school graduates now attending eastern colleges.

Information Source:
John J. Booth, Sr., Secretary
Pawtucket-Blackstone Valley
Chamber of Commerce
33 Summer Street
Pawtucket, Rhode Island
Area Code 401
722-3400

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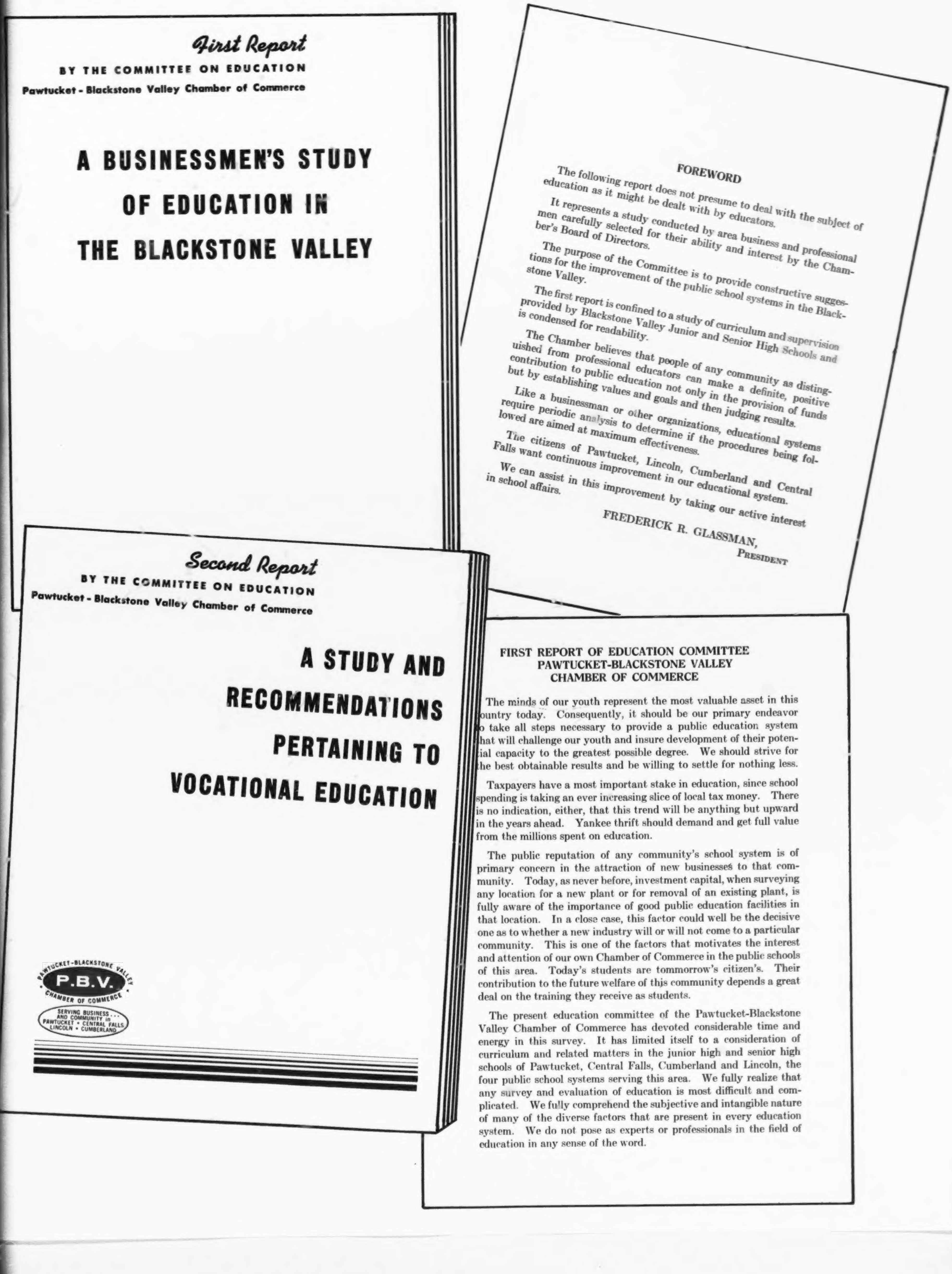


First Report

BY THE COMMITTEE ON EDUCATION

Pawtucket - Blackstone Valley Chamber of Commerce

A BUSINESSMEN'S STUDY OF EDUCATION IN THE BLACKSTONE VALLEY

FOREWORD

The following report does not presume to deal with the subject of education as it might be dealt with by educators.

It represents a study conducted by area business and professional men carefully selected for their ability and interest by the Chamber's Board of Directors.

The purpose of the Committee is to provide constructive suggestions for the improvement of the public school systems in the Blackstone Valley.

The first report is confined to a study of curriculum and supervision provided by Blackstone Valley Junior and Senior High Schools and is condensed for readability.

The Chamber believes that people of any community as distinguished from professional educators can make a definite, positive contribution to public education not only in the provision of funds but by establishing values and goals and then judging results.

Like a businessman or other organizations, educational systems require periodic analysis to determine if the procedures being followed are aimed at maximum effectiveness.

The citizens of Pawtucket, Lincoln, Cumberland and Central Falls want continuous improvement in our educational system.

We can assist in this improvement by taking our active interest in school affairs.

FREDERICK R. GLASSMAN,
President

Second Report

BY THE COMMITTEE ON EDUCATION

Pawtucket - Blackstone Valley Chamber of Commerce

A STUDY AND RECOMMENDATIONS PERTAINING TO VOCATIONAL EDUCATION

PAWTUCKET-BLACKSTONE VALLEY
P.B.V.
CHAMBER OF COMMERCE

SERVING BUSINESS . . .
AND COMMUNITY in
PAWTUCKET • CENTRAL FALLS
LINCOLN • CUMBERLAND

FIRST REPORT OF EDUCATION COMMITTEE PAWTUCKET-BLACKSTONE VALLEY CHAMBER OF COMMERCE

The minds of our youth represent the most valuable asset in this ountry today. Consequently, it should be our primary endeavor o take all steps necessary to provide a public education system hat will challenge our youth and insure development of their potenial capacity to the greatest possible degree. We should strive for he best obtainable results and be willing to settle for nothing less.

Taxpayers have a most important stake in education, since school pending is taking an ever increasing slice of local tax money. There is no indication, either, that this trend will be anything but upward in the years ahead. Yankee thrift should demand and get full value from the millions spent on education.

The public reputation of any community's school system is of primary concern in the attraction of new businesses to that community. Today, as never before, investment capital, when surveying any location for a new plant or for removal of an existing plant, is fully aware of the importance of good public education facilities in that location. In a close case, this factor could well be the decisive one as to whether a new industry will or will not come to a particular community. This is one of the factors that motivates the interest and attention of our own Chamber of Commerce in the public schools of this area. Today's students are tommorrow's citizen's. Their contribution to the future welfare of this community depends a great deal on the training they receive as students.

The present education committee of the Pawtucket-Blackstone Valley Chamber of Commerce has devoted considerable time and energy in this survey. It has limited itself to a consideration of curriculum and related matters in the junior high and senior high schools of Pawtucket, Central Falls, Cumberland and Lincoln, the four public school systems serving this area. We fully realize that any survey and evaluation of education is most difficult and complicated. We fully comprehend the subjective and intangible nature of many of the diverse factors that are present in every education system. We do not pose as experts or professionals in the field of education in any sense of the word.

EDUCATION OFFICIALS

Example No. **2**

Community:
DALLAS, TEXAS

Population - 679,684

THE PROBLEM:

"In today's economy, trained minds are essential to the success of our science-oriented industry. In the emergent economy of the future, brainpower will be equally important to ALL industry."

Urgently Needed: "Studies and recommendations--designed to provide the quantity and quality of educational facilities ...the area requires."

THE SOLUTION:

The Chamber's Education Committee undertook to establish guidelines "by determining the prospective manpower requirements of Metropolitan Area employers."

THE FOLLOW-UP:

A completed Manpower Requirements survey "is a useful tool in the Education Committee's continuing study of how best to strengthen the several essential levels of education--pre-college, vocational and trades training, colleges and universities, and post-doctoral study and research."

Many community interests find the survey report helpful.

Business and industry are more fully aware of training facilities and cooperative programs offered at educational centers.

High school youths and their parents are increasingly aware of many fine skilled and technical job opportunities in the "blue collar" field.

Evident, too, is need for broader graduate and graduate-research programs--at the Ph.D. level--in area colleges and universities.

Information Source:
Andrew DeShong
Vice President & General Manager
Dallas Chamber of Commerce
Fidelity Union Tower
Dallas 1, Texas
Area Code 214
RI 7-8451

FOR FURTHER DETAIL ... TURN THE PAGE

RIVERSIDE 7-8451

DALLAS Chamber of Commerce
DALLAS 1, TEXAS

July 12, 1963

Board of Directors
Dallas Chamber of Commerce

Gentlemen:

Dallas has become increasingly aware that its economic future is inescapably tied to its educational resources. In today's Dallas economy, trained minds are essential to the success of our science-oriented industry. In the emergent economy of the future, brainpower will be equally important to all industry. Our educational resources, therefore, will have an expanding impact upon both social and economic progress.

That conviction influenced the Dallas Chamber of Commerce to reorganize and re-direct its Education Committee in 1963. It gave the Committee a mandate to make studies and recommendations designed to provide the quantity and quality of educational facilities which the Dallas area requires. It was instructed to keep these requirements in perspective with the larger requirements of Texas and the Southwest.

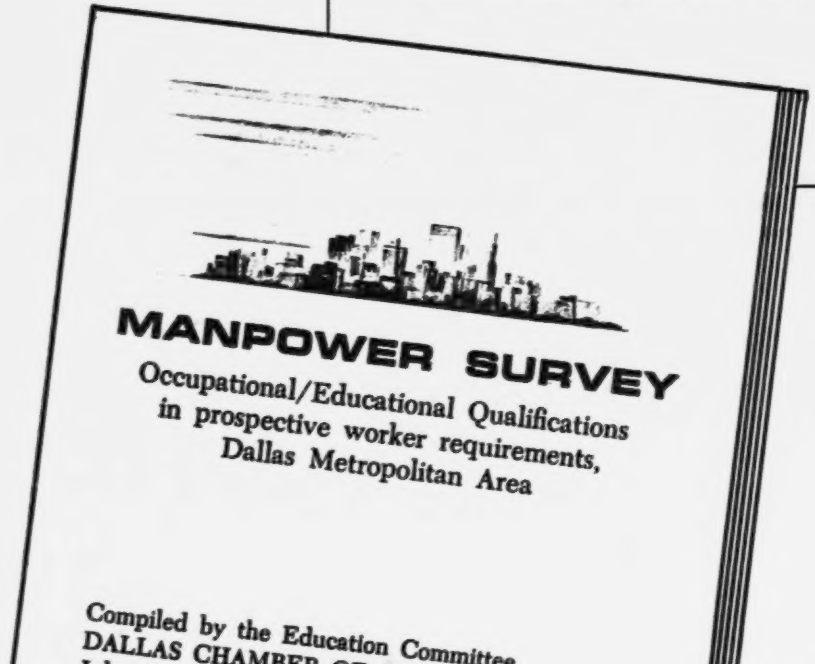
The task of defining the demonstrable needs of the Dallas area is a complex one. In the Committee's judgment, basic guidelines could be established by determining the prospective manpower requirements of Dallas Metropolitan Area employers, related to occupational and educational qualifications which the employers will seek to recruit.

This manpower requirements survey has now been completed under direction of the Executive Council of the Education Committee. The report, submitted herewith, is a useful tool in the Committee's continuing study of how best to strengthen the several essential levels of education -- pre-college, vocational and trades training, colleges and universities, and post-doctoral study and research.

Hopefully, this survey, as analyzed in the following report, should also prove useful to many other interests in the metropolitan community. We are, therefore, giving this report general distribution.

Sincerely,

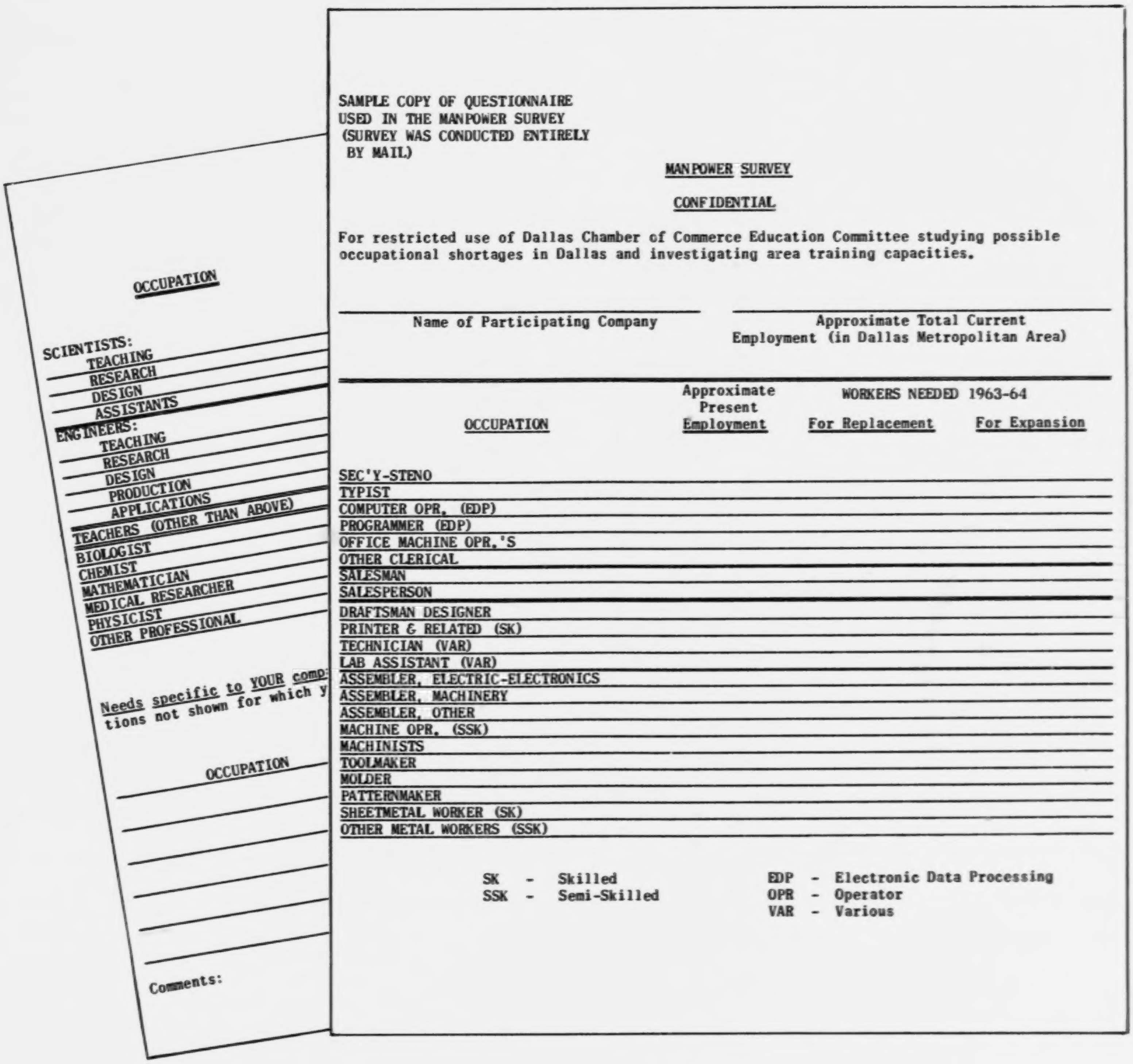
Gifford K. Johnson
General Chairman



MANPOWER SURVEY

Occupational/Educational Qualifications
in prospective worker requirements,
Dallas Metropolitan Area

Compiled by the Education Committee
DALLAS CHAMBER OF COMMERCE
July, 1963



SAMPLE COPY OF QUESTIONNAIRE
USED IN THE MANPOWER SURVEY
(SURVEY WAS CONDUCTED ENTIRELY
BY MAIL)

MANPOWER SURVEY

CONFIDENTIAL

For restricted use of Dallas Chamber of Commerce Education Committee studying possible occupational shortages in Dallas and investigating area training capacities.

Name of Participating Company

Approximate Total Current Employment (in Dallas Metropolitan Area)

OCCUPATION	Approximate Present Employment	WORKERS NEEDED 1963-64 For Replacement	WORKERS NEEDED 1963-64 For Expansion
SEC'Y-STENO			
TYPIST			
COMPUTER OPR. (EDP)			
PROGRAMMER (EDP)			
OFFICE MACHINE OPR.'S			
OTHER CLERICAL			
SALESMAN			
SALESPERSON			
DRAFTSMAN DESIGNER			
PRINTER & RELATED (SK)			
TECHNICIAN (VAR)			
LAB ASSISTANT (VAR)			
ASSEMBLER, ELECTRIC-ELECTRONICS			
ASSEMBLER, MACHINERY			
ASSEMBLER, OTHER			
MACHINE OPR. (SSK)			
MACHINISTS			
TOOLMAKER			
MOLDER			
PATTERNMAKER			
SHEETMETAL WORKER (SK)			
OTHER METAL WORKERS (SSK)			

SK - Skilled
SSK - Semi-Skilled

EDP - Electronic Data Processing
OPR - Operator
VAR - Various

OCCUPATION

SCIENTISTS:
TEACHING
RESEARCH
DESIGN
ASSISTANTS
ENGINEERS:
TEACHING
RESEARCH
DESIGN
PRODUCTION
APPLICATIONS
TEACHERS (OTHER THAN ABOVE)
BIOLOGIST
CHEMIST
MATHEMATICIAN
MEDICAL RESEARCHER
PHYSICIST
OTHER PROFESSIONAL

Needs specific to YOUR comp
tions not shown for which y

OCCUPATION

Comments:

Academic and Training Sources

At the college/university level, please estimate hiring in both short-range and long-range periods regarding level of degree requirements

			1963-64	1965-70
Direct From Schools	NUMBER OF:	BACHELORS		
		MASTERS		
		Ph.D.		
		POST-DOCTORAL		

	1963-64	1965-70
FROM TECHNICAL SCHOOLS		
FROM JUNIOR COLLEGE, TECHNICAL		
FROM JUNIOR COLLEGE, GENERAL ACADEMIC		
If first-rate graduates of TECHNICAL HIGH SCHOOLS were available, approximately how many would your company hire?		
Number of GENERAL HIGH SCHOOL graduates (no college work) you will hire		

(From these sources we are considering "hires" for both expansion and replacement lumped together.)

Comments:

Are you interested in an industry-wide apprenticeship or training program? ____________

Are you interested in setting up in-plant training? ____________

Do you think that at present you have an adequate program for upgrading employes or for full utilization of highest skill levels? ____________

To assess training capacities required, the Education Committee needs to know the extent of your own company training...what type in-plant training you plan to install...what types of workers (and how many) the training will affect, etc. ____________

(What high school technical courses? ____________)

(General high school or college courses? ____________)

(Comments on need of additional technical training in Dallas Co. HIGH SCHOOLS ____________)
In Dallas Area COLLEGES

Signed ____________

Dallas Chamber of Commerce, March 22, 1963

Title ____________

Example No. **3**

Community:
FORT WAYNE, INDIANA
Population - 161,776

THE PROBLEM:

In planning instruction, school administrators face a continuing question: Just what training will equip students to be successful candidates for local job opportunities?

Also: In major local firms, about how many job openings may be expected each year? What types of jobs will be available?

Prime Need: Reliable data--on which to base answers to these questions.

THE SOLUTION:

To help meet school administrators' needs, a Chamber of Commerce-designed questionnaire focuses attention on prospective job openings in the community and the education/training skills required.

Major employers participate in the survey. Detailed information relates to: Manufacturing, financial, service, wholesale and retail organizations.

THE FOLLOW-UP:

More than 6,000 job openings will be available yearly, participating firms report.

Survey findings cite nine major conclusions--useful to school administrators in planning instruction; for example:

- No major change--within 5 years--is seen in basic job requirements;
- Long-range planning should consider merits of a single area vocational and technical training center.

Information Source:
Lucille L. Zink, Staff Executive
Chamber of Commerce of Fort Wayne
Chamber of Commerce Building
Fort Wayne, Indiana
Area Code 219
AN 8-0135

FOR FURTHER DETAIL ... TURN THE PAGE

VOCATIONAL
TRAINING
NEEDS
SURVEY

CHAMBER OF COMMERCE
OF FORT WAYNE

CHAMBER OF COMMERCE BUILDING FORT WAYNE, INDIANA Phone ANTHONY-0135

September 10, 1962

TO ALL MEMBERS OF NATIONAL OFFICE MANAGEMENT ASSOCIATION:

Will you assist us in our effort to determine Fort Wayne's vocational and technical training needs?

It is especially important that we have information on this subject from our major employers at this particular time for two reasons:

(1) The Fort Wayne Community Schools will need this information to properly evaluate their own survey being taken among graduates and drop-outs for the past five years. They will also need this information to determine their future course of action in this field.

(2) Proposals will be made to the General Assembly in 1963 for the establishment of Area Trade Schools and the establishment of an Indiana School for Practical Education. These proposals must be weighed against actual present and anticipated needs of business and industry.

Members of your organization, together with the Personnel and Industrial Relations and Business Personnel Clubs are being asked to participate in completing the attached questionnaire, so that we may have a representative cross-section of employer thinking. In those instances where companies have more than one member in any of these organizations, individuals may express their opinion or one report may be submitted for the company.

This study deals primarily with non-college graduates, and does not attempt to evaluate the adequacy of graduate study opportunities.

Sincerely yours,
Robert Eastman
Robert Eastman, Chairman
VOCATIONAL NEEDS SUB-COMMITTEE

Fort Wayne Surveys Its Youth

VOCATIONAL NEEDS SURVEY

Conducted by the Education Committee of the Chamber of Commerce of Fort Wayne

FINDINGS

REASON FOR SURVEY

(1) To obtain information as to what major employers in Fort Wayne expect from Fort Wayne public schools in training of employees or prospective employees.

(2) To find out general anticipated employment requirements in order to assist school officials in determining subject emphasis and possible expansion of vocational training.

SCOPE OF SURVEY

The Chamber solicited the co-operation of members of the Personnel and Industrial Relations Association, National Office Management Association, and Business Personnel Club in completing its questionnaire. In cases where single organizations had members in more than one of these groups, members pooled their findings and only one report was submitted for each company. All of these individuals are directly involved in employment of personnel.

36 major Fort Wayne employers participated in this survey, including representative manufacturing, financial, retail, wholesale and service organizations. Opinions about overall Fort Wayne needs were also obtained from officials of public and private employment agencies.

EMPLOYMENT OPPORTUNITIES

The 36 participating firms estimated they hired 6,198 NEW employees each year. We did not differentiate between those employees new to the labor market and those involved in turnover, but 53% of the total new jobs were for females and 47% for males.

ANALYSIS OF NEW JOBS BY SKILL

	Male	Percent	Female	Percent	Totals	Percent
Unskilled	1,868	57.4%	1,385	42.6%	3,253	52.5%
Semi-Skilled	305	22.1%	1,072	77.9%	1,377	22.2%
Skilled	582	41.7%	814	58.3%	1,396	22.5%
Technical	160	93.0%	12	7.0%	172	2.8%
TOTALS	2,915	47.0%	3,283	53.0%	6,198	100.0%

ANALYSIS OF NEW JOBS BY TYPE OF WORK

Office	609	31.6%	1,313	68.4%	1,922	31.0%
Sales	235	27.4%	623	72.6%	858	13.8%
Research	177	94.1%	11	5.9%	188	3.1%
Production	1,894	58.6%	1,336	41.4%	3,230	52.1%
TOTALS	2,915	47.0%	3,283	53.0%	6,198	100.0%

VOCATIONAL NEEDS SURVEY

Conducted by the Education Committee of the Chamber of Commerce of Fort Wayne

FINDINGS

Of special significance is the fact that about half of the participating companies indicated they were experiencing a shortage of help able to meet minimum employment requirements, and 30% of those so indicating anticipate that this shortage will continue.

CONCLUSIONS

1. There is permanent need in Fort Wayne for additional vocational training at a high school and post high-school level. This need can best be met through the public school system and adult vocational training.

2. Under no circumstances should vocational training be offered at the expense of basic minimum academic requirements at a secondary school level.

3. More emphasis should be placed on "reading, writing and 'rithmetic" in both elementary and secondary school curriculum; every effort should be made to incorporate some instruction in basic economics as a required subject at a high school level.

4. Guidance and counselling service in public schools should be strengthened, with the objective of determining vocational or academic pursuits at a junior high school level.

5. Closer liaison should be maintained between employers and the schools, in projecting employment needs and setting up vocational courses to meet those needs. The initiative for this should rest with business.

6. A permanent Vocational Training Advisory Committee might be helpful in working with school officials by projecting employment requirements, outlining instruction courses, and securing qualified business personnel as guest instructors to interpret the practical application of subject matter. Personnel experts representing all phases of business activity in the community might well serve in such capacity.

7. A small group of carefully selected top business executives should be asked to serve "on call" at the discretion of school officials, for individual counselling with potential drop-outs and with students uncertain about future courses of study.

8. Long-range planning should give consideration to the possible ultimate use of Central High School as a vocational and technical training center.

Example No. 4

Community:
CHEYENNE, WYOMING
Population - 43,505

THE PROBLEM:

How desirable and feasible would it be to establish a technical training school in the community for the state's citizens?

Major Criterion: What are other states doing--in this regard?

THE SOLUTION:

The Chamber of Commerce set up a special committee to study and make recommendations concerning vocational technical training.

Initial Step: "To determine what other states are doing with respect to furnishing technical training facilities for their citizens."

THE FOLLOW-UP:

"Questionnaires were submitted to all fifty states ... we received a return of thirty which could be used."

Immediate Conclusion: "Wyoming is far behind in furnishing some kind of vocational or technical training to its high school graduates who might not be academically or financially able to attend a college or university."

- "From one to fifteen such schools are operating in each of the states which cooperated with us in this survey..."

Summarized from the questionnaire data were:

- 12 major findings relative to other state programs;
- Model curriculums featured by vocational-technical schools;
- Major findings on other-state use of tuitions and fees.

Decision: "Our survey leaves no question that the establishment of appropriate technical training facilities here would be a distinct advantage."

Information Source:
Leo I. Herman, Secretary-Manager
Cheyenne Chamber of Commerce
P. O. Box 715
Cheyenne, Wyoming
Area Code 307
638-3388

FOR FURTHER DETAIL...TURN THE PAGE

CHEYENNE
Chamber of Commerce
CHEYENNE, WYOMING

PAUL B. GODFREY, PRESIDENT
CLYDE W. GAYMON, FIRST VICE PRESIDENT
HAROLD W. HOLMES, SECOND VICE PRESIDENT
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J. DOUGLAS REEVES, JR.
RALPH T. ROBINSON
S. NORMAN STARK

Memorandum to the Chairman,
Greater Cheyenne Industrial Development Committee

In accordance with your request this subcommittee has taken preliminary action toward examining the desirability and feasibility of establishing a technical training school in Cheyenne.

The initial step in this project was to attempt to determine what other states are doing with respect to furnishing technical training facilities for their citizens.....questionnaires were submitted to all states.... from these we received a return of thirty which could be used in our survey.... resulting data are summarized in the following paragraphs.

1. A large number of states confine their technical training facilities to a post-high school level...a substantial number maintain both high school and post-high school training...

2. Twenty-seven state education departments participate in the financing of technical school operations and 18 local school districts are participants...

3. Our tabulations show that the state government participated in paying the cost of construction of facilities in 16 cases, local school districts in 18 instances and junior college districts in one...

* * * *

5. Of the states replying to the question relative to tuition fees for residents, 10 indicated that no tuition was charged while 14 others showed tuition charges less than $50 per month...

* * * *

9. ...Some of the smaller states showed capacity of less than 500 while some of our neighboring states, as well as those in the South, Midwest and East, indicated an enrollment in all schools of well over 4,000 even as high as 20,000 students. In almost all cases the questionnaires pointed to an enrollment potential in excess of capacity and expressed a need for increase in space...

* * * *

11. Twenty-one of the replying states indicated it was felt to be more important to establish technical schools than additional Junior or Teachers Colleges...

12. In conclusion, states were almost unanimous in expressing the opinion that the existence of technical schools has been a factor in attracting new industry...

* * * *

EDUCATION OFFICIALS

Example No. **5**

Community:
SALISBURY, NORTH CAROLINA

Population - 21,297

THE PROBLEM:

"Complicated machinery and technological advancement have caused drastic changes in jobs and in employment possibilities. Workers, particularly youth, must have 'saleable skills' before employment doors are open."

Major text: To provide local facilities "to prepare adults and young people to meet specific job requirements for employment in skilled and technical occupations."

THE SOLUTION:

The Chamber of Commerce surveyed existing training facilities and programs "and determined that the community needed a vocational training center."

The Chamber campaigned for local bonding participation in establishment of Rowan County Industrial Education Center. Salisbury voters gave their approval -- 12 to 1.

> A Chamber pamphlet noted: "...even three small industries employing 100 people each will provide enough tax income to more than pay the cost."

THE FOLLOW-UP:

Initial-year classes are being conducted at Rowan Industrial Education Center. Plans call for training about 1200 students per year.

The Chamber has surveyed local situations of unemployment and underemployment as an aid to course and curriculum planning at the Center.

A local Advisory Committee works closely with Center officials.

Information Source:
Floyd M. Sayre, Asst. to Exec. Director
Salisbury-Rowan Co. Chamber of Commerce
North Main Street
Salisbury, N. C.
Area Code 704
ME 3-4221

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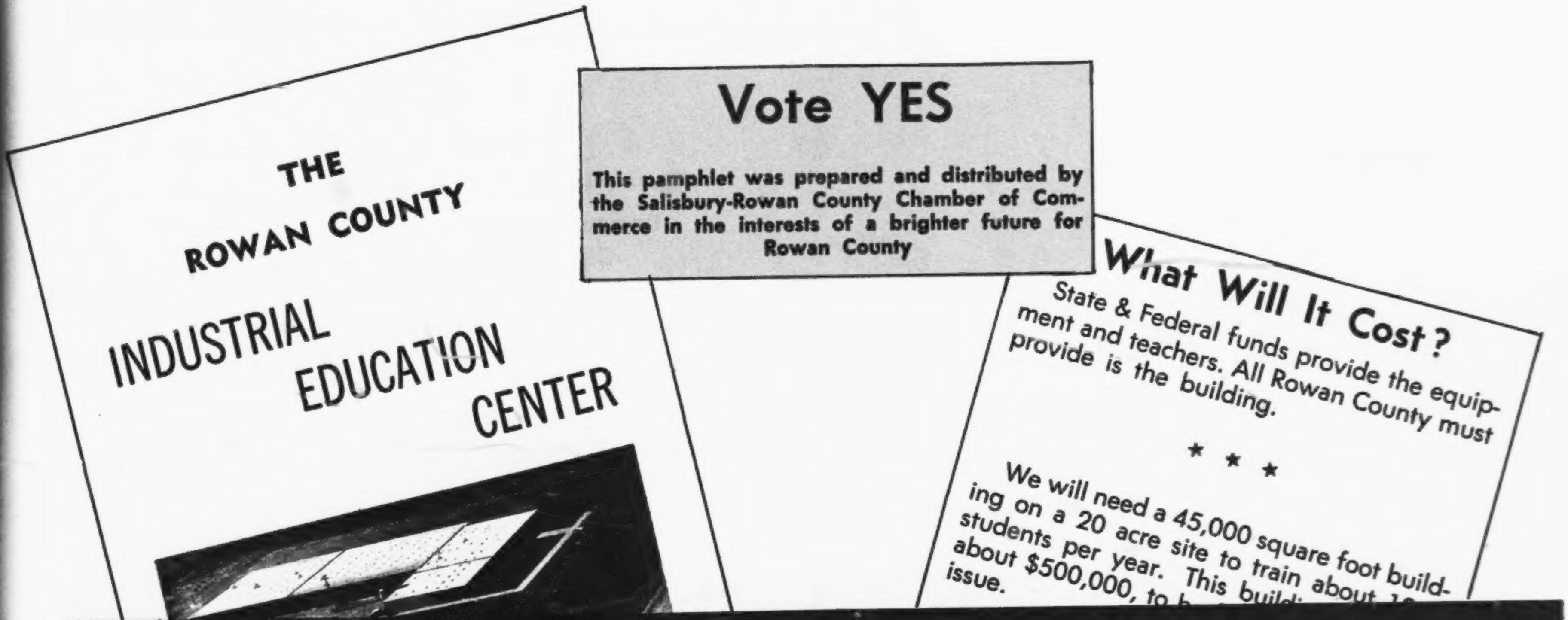


THE
ROWAN COUNTY
INDUSTRIAL
EDUCATION
CENTER

Vote YES

This pamphlet was prepared and distributed by the Salisbury-Rowan County Chamber of Commerce in the interests of a brighter future for Rowan County

What Will It Cost?

State & Federal funds provide the equipment and teachers. All Rowan County must provide is the building.

* * *

We will need a 45,000 square foot building on a 20 acre site to train about
students per year. This
about $500,000, to
issue.

Rowan Industrial Education Center

Information Bulletin 1963-64

WHAT IS IT?

The Rowan Industrial Education Center is an area vocational-technical school operated by the Rowan County Board of Education and the North Carolina State Board of Education. It is a new educational institution dedicated to the continuing development of adults and young people through terminal and upgrading programs of trade and technical education.

OBJECTIVES

The primary objective of the Industrial Education Center is to prepare adults and young people to meet specific job requirements for employment in skilled and technical occupations. Additional objectives include the training of machine operators for expanding and new industry, the continuing technical and trade education of employed adults designed to upgrade them in their occupations, and the operation of a comprehensive supervisory training program for developing the leadership potentialities of employed supervisors.

LOCATION AND BUILDING

The Center is located on a 26-acre site at the intersection of Interstate Highway 85 and Klumac Road near the Salisbury city limits. The modern new Center building contains 40,000 square feet of floor space designed specifically for a broad program of technical and trade education. Shops, laboratories, and classrooms are well equipped for conducting a variety of up-to-date programs of instruction.

STAFF AND FACULTY

Staff and faculty members are employed in accordance with policies and regulations established by the State Board of Education. Instructors who teach courses involving shop and laboratory work in the skilled crafts are required to be competent in their respective trades and proficient in the methods and techniques of teaching. Instructors who teach related mathematics and applied science courses are qualified teachers in their respective fields.

WHEN WILL THE CENTER OPEN?

Pre-employment courses and upgrading classes will begin on September 3 , 1963. Applications for admission in the Fall Quarter may be submitted at any time prior to August 13. Persons interested in attending are encouraged to apply as early as possible. Enrollment is limited, due to the size of the faculty and the availability of equipment.

Registration for Fall Quarter classes will be held August 26-30.

PRE-EMPLOYMENT PROGRAMS

- Air Conditioning, and Refrigeration Mechanics
- Automotive Mechanics
- Electrician Trade
- Machine Shop Practice
- Radio and Television Service
- Technical Drafting

The above programs require four quarters of attendance on a full time basis, or eight quarters on a part time basis. A quarter lasts 12 weeks.

- Industrial Sewing Machine Mechanics
- Welding

These two programs require two quarters of full time attendance, or four quarters of part time work.

QUALITY STANDARDS OF IEC COURSES

Each course offered by the Industrial Education Center is developed to conform to state-wide standards as to content and emphasis in areas where job requirements are similar. The State Superintendent of Public Instruction is responsible for setting minimum standards for course completion. It should be understood that IEC pre-employment programs are a form of terminal education, designed to prepare individuals for entering specific skilled and technical occupations.

CERTIFICATE AWARDED

Upon the completion of a pre-employment trade program and the passing of a standard examination in the student's specific field of study, a State Board of Education Certificate is awarded. The State Superintendent of Public Instruction authorizes the issuance of appropriate certificates to individuals who have satisfactorily met the standards.

DOES THE CENTER HELP ITS GRADUATES FIND A JOB AFTER GRADUATION?

Yes. The Center maintains a working relationship with the Employment Security Commission and is continuously in close contact with the many industries, business firms, and service agencies in the area and the state. Upon graduation individuals are referred through the Employment Security Commission to prospective employers, where application for employment may be made. The Center also maintains a follow-up of its graduates.

Example No. 6

Community:
CEDAR FALLS, IOWA

Population - 21,195

THE PROBLEM:

"An obvious gap exists between what youth are prepared to do as a result of their formal education, and the demands made on new workers by business and industry."

"Demands are increasing for beginning workers to have some entry skills....continuous graduation of young people who do not meet market standards in terms of vocational skills creates a group described as 'social dynamite.'"

Community Need: "Information which will aid in development of a 'balanced' program of secondary education and a reduction of unskilled youth."

THE SOLUTION:

The Chamber of Commerce launched a program to provide continuing information. College assistance was gained in supervising the program and securing data required from businessmen and students.

Data were summarized in a 20-page report of findings, entitled "Vocational Training Potential of Cedar Falls."

THE FOLLOW-UP:

The study produced a 9-point summary of recommendations.

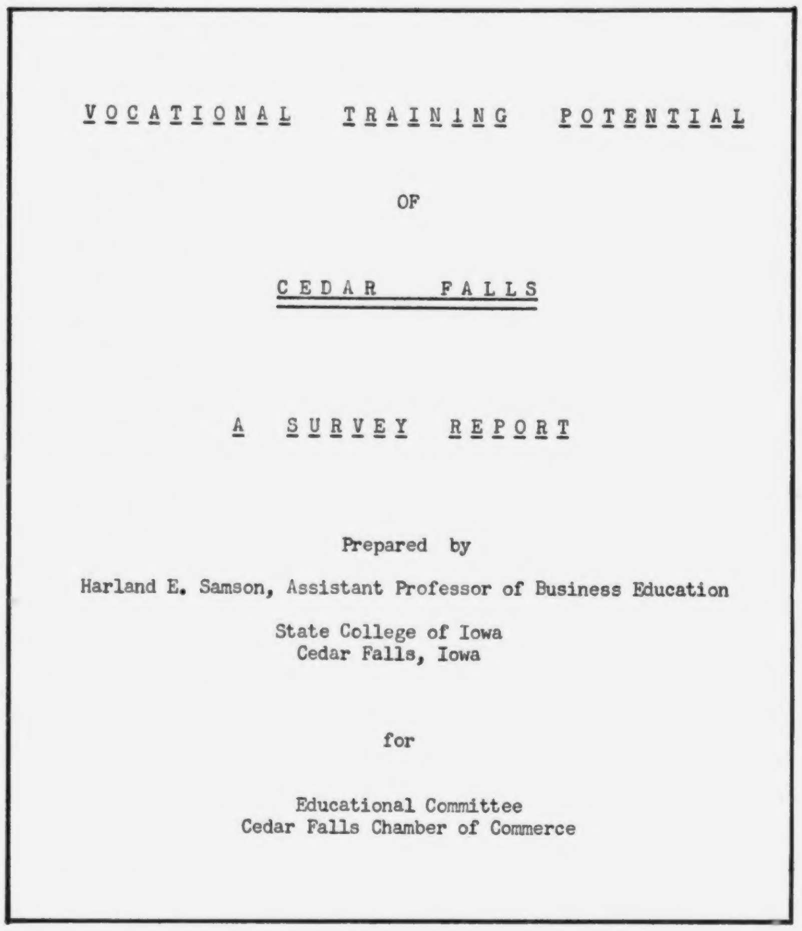
At the Chamber's urging the local school board began three phases of a recommended education/training program.

The Chamber annually surveys local job opportunities.

The Chamber is concerning itself with the bottom third of a high school class "and what can be done to better train them for a successful working career."

Information Source:
Ed Boyle, Executive Secretary
Cedar Falls Chamber of Commerce
4th & Washington Streets
Cedar Falls, Iowa
Area Code 319
CO 6-3593

FOR FURTHER DETAIL...TURN THE PAGE



VOCATIONAL TRAINING POTENTIAL

OF

CEDAR FALLS

A SURVEY REPORT

Prepared by

Harland E. Samson, Assistant Professor of Business Education

State College of Iowa
Cedar Falls, Iowa

for

Educational Committee
Cedar Falls Chamber of Commerce

"THIS STUDY DEALS WITH one aspect of vocational education -- the potential for cooperation parttime education programs in Cedar Falls, Iowa. Three of the vocational areas provide education through the cooperative method: Office, trade and industry, and distributive."

"The cooperative method is the plan whereby senior students take regularly scheduled senior classes, including vocational subjects, during the morning...during afternoons work is under supervision of a trained businessman in the community..."

"The initial impetus to the study was provided by the Educational Committee of the Cedar Falls Chamber of Commerce. This group obtained the assistance of the Iowa Teacher Educator for Distributive Education who supervised development of the study. The interviewing of students and businessmen was carried out by vocational coordinators in training in the Business Education Department at the State College of Iowa."

"THE IMPORTANCE OF THIS STUDY is exemplified by the obvious gap between what youth are prepared to do as a result of their formal education, and the demands made on new workers by business and industry. The increasing demand upon the beginning worker to have some entry skill forces the educational institutions to re-evaluate what they are doing for the youth in their community."

"The continuous graduation of young people who do NOT meet market standards in terms of vocational skills creates a group which Dr. Conant has described as 'social dynamite.'"

"THIS STUDY HOPES TO PROVIDE information which will aid in the development of a "balanced" program of secondary education and a reduction of unskilled youth."

* * * * * *

SUMMARY AND CONCLUSIONS: "The interest of students in cooperative education is extremely high... Even with the most conservative estimates of potential students, the number of potential training stations does NOT approach filling the demand."

* * * * *

"The availability of vocationally competent workers is of interest to any firm that considers Cedar Falls as a potential site for business activity. The presence of such programs might be a deciding factor in attracting new industry (and a stronger tax base) to Cedar Falls."

* * * * *

EDUCATION OFFICIALS

Example No. 7

Community:
BROOKHAVEN, MISSISSIPPI
Population - 9,885

THE PROBLEM:

Administrators reported about half of local junior college graduates "will receive no further organized training."

Question: How to design 2-year course-content curriculums that would best prepare students for immediate employment?

THE SOLUTION:

The Chamber of Commerce set up an advisory committee to work with college officials on a continuing basis.

Through joint consultations a series of 2-year terminal-type curricula were designed and instituted.

THE FOLLOW-UP:

Students are now prepared for immediate employment in technologies useful in fields of: Drafting and Design, Business Construction, Mechanics, and Chemistry.

College leaders and students report course outlines developed are helpful guides.

Chamber officials feel "we are on the brink of developing an outstanding vocational-educational program."

Information Source:
W. F. Crawford
Chairman, Education Committee
Brookhaven-Lincoln Chamber of Commerce
P. O. Box 679
Brookhaven, Miss. Area Code 601
5000

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VOCATIONAL TRAINING

Copiah-Lincoln now offers full time vocational opportunities in Auto Mechanics, Business Training, Building Construction Technology, Mechanical Technology, General Machine Shop, Cabinet Making, and Welding. The shops are also open to all regular students as a part of their regular school program and vocational work may be taken in connection with the regular college course. These vocational courses are also available to out-of-school men and women, of college grade or less than college grade, who feel that they will profit by this training.

There are established technical courses in Drafting and Design Technology, Building Construction Technology, Chemical Technology, and Mechanical Technology. These courses are offered to meet the needs of industry in this area. The regular courses in agriculture, commerce, and home economics will continue to be a part of the high school and college program in the vocational field.

11—DRAFTING AND DESIGN TECHNOLOGY

This program is designed as a two-year terminal curriculum to prepare students for immediate employment. There is great demand for students who graduate with a "Certificate in Drafting and Design Technology" however it should be kept in mind that this course is set up as a terminal course and is not transferable toward a degree.

First Year

1st Semester		2nd Semester	
English 101	3	English 102	3
TE 10 Alg. for Tech.	3	TE 11 Trig. for Tech.	3
TE 20 Drawing for Tech.	3	*TE Drawing	3
TE 21 Drawing for Tech.	3	TE 42 Des. Geom. for Tech.	3
TE 50 Tools & Methods	3	**TE 60 Machine Shop	3
ED 151 Orientation	1	Slide Rule 101	1
Phys. Ed.	1	Phys. Ed.	1
	—		—
	17		17

Second Year

1st Semester		2nd Semester	
TE 14 Physics for Tech.	4	TE 38 Elem. Surveying	3
*TE Drawing	9	TE 15 Physics for Tech.	4
TE 55 Technical Writing	3	TE 43 Drawing Seminar	3
TE 54 Human Relations	3	*TE Drawing	3
	—	TE 53 Industrial Safety	3
	19	English 150	3
			—
			19

Example No. 8

Community:
PITTSBURGH, PENNSYLVANIA
Population - 604,332

THE PROBLEM:

Censuses showed the community losing population. More serious, the loss "was in the wrong age groups"--those between 20 and 39 years of age, potentially the most employable.

Despite the fact thousands of the local work force were unemployed, hundreds of local job opportunities were going unfilled.

Major Conclusion: "Changes must be made in our planning and in our economy to stop the decline in population and in total number of workers employed. Two things we can do: Provide (1) sufficient employment opportunities for youth, and (2) vocational education needed to make available employables."

THE SOLUTION:

To develop information about skills needed in the area, a survey was ordered. The Chamber of Commerce cooperated in it.

A survey director, Donald D. Dauwalder, was hired. Top business and civic leaders formed a Community Resource and Advisory Committee "to insure cooperation and effective liaison between the School Board and the community."

Questionnaires showed "an 87% return from companies originally contacted."

Survey results were printed in a 109-page report, "Vocational Education in the Pittsburgh Public Schools."

THE FOLLOW-UP:

The survey makes "clearly evident...a serious need for additional vocational/technical education in this community."

The Chamber has a group working to carry out final-report recommendations.

Information Source:
John H. McLain
Executive Director
Chamber of Commerce of Greater Pittsburgh
Chamber of Commerce Building
Pittsburgh 19, Pa.
Area Code 412
391-3400

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VOCATIONAL EDUCATION

in the

PITTSBURGH PUBLIC SCHOOLS

A Study of Industries and Schools in the City
of Pittsburgh, Pennsylvania, Relating to the
Education and Training Required for Successful
Job Placement in the Various Skill Levels
and Types of Employment Available in the Area.

FOREWORD

During the past few years the Pittsburgh Public Schools have moved forward steadily toward their goal of the finest urban program of education in the country. Recent developments have included advanced placement programs, team teaching, language laboratories, a reduced-load English program, a curriculum continuity demonstration designed to make less difficult the transition from one level of education to another, and a number of new courses of study and textbooks.

In the spring of 1962 the Board of Public Education, aware of the impact of modern technology not only on employment, but also on the curricula offered in the schools, authorized a survey of vocational education as the next step in the pursuit of excellence in its program of education for the youth of this city. The central objective of the survey was to produce recommendations resulting in the redesigning of the program of vocational education better to serve students and the community.

Financed under a grant from the Buhl Foundation, the survey was directed by D. D. Dauwalder, research specialist with broad experience in the field of industrial training and survey techniques. Mr. Dauwalder completed his study in April of this year and submitted a report of his findings and recommendations to the Board. Even though the report has not yet been analyzed by either members of the Board of Education or of the administrative staff of the Pittsburgh Public Schools, it was decided, nevertheless, because of widespread public interest in the survey, to distribute copies immediately to interested members of the community. The report, as presented by Mr. Dauwalder, follows.

Sincerely,

Wm. H. Rea

President

Board of Public Education

RECOMMENDATIONS FOR INDUSTRY

The following recommendations should be considered by the industries of the Pittsburgh SMSA. These relate directly to the survey findings reported in this section. Other recommendations which pertain to both the schools and industry are made in the section on vocational education.

1. Industries must standardize their job classifications, job names, and employment criteria as much as possible to assist the schools in developing adequate curricula.
2. Employers must become more familiar with current and proposed school courses and curricula, particularly in the various areas of vocational and technical education.
3. Industries on an individual or on an association basis must make definite arrangements with schools of all levels for the addition and modification of curricula as required.
4. Every industry, regardless of size, should provide guidance and counseling for its employees in matters of company policy, education, training, and performance evaluation.
5. Industries which offer employee services such as training, should assist, through their associations, other industries which do not have such services by collecting and exchanging materials, techniques, etc.
6. All industries must increase their knowledge of the continuing education and training which are being completed by employees. Such information should be utilized in evaluation and promotion, and must be coordinated with educational institutions and industrial training departments.
7. Greater and continuing coordination with the schools must be arranged. Industries should train staff to conduct cooperative studies of the schools' programs. In addition, industries should study their own costs of recruiting as related to costs of adequate training.
8. Industries of the area should take the initiative in establishing an Industry-Education Council which would coordinate industrial employment and training needs with present and proposed school programs. Coordination should involve all levels of education and companies of all sizes. More details concerning such a working council will be covered in the vocational education section of this report.
9. Every industry, regardless of size, must provide or arrange for training programs, at least in the areas of orientation, indoctrination, and on-the-job training.

   In addition, the larger companies must offer programs in specialized skill training, professional training, and supervisory development. The following items relate to industries by general size grouping in connection with training operations:

   a. Industries of over 1,000 employees should offer all types of organized training programs. The larger industries often deal directly with the smaller companies on a Prime-Sub contract basis. Often production, inspection, and other standards must be the same. It is therefore doubly important that knowledges and skills be related and that there be a uniformity of classification and of training. It is recommended that the large industries assist the smaller companies, working with them as subcontractors in developing and maintaining classification and training programs. It is not necessary that the large companies provide special services or facilities, but advice and referral assistance can certainly be offered.

   b. Industries with from 50[illegible] 1,000 employees also must offer employee training of all types. Such industries are large enough to employ at least one full-time training coordinator. Generally a training coordinator should be required for at least every 1,000 employees. This does not include instructors who should be obtained from specialty departmental areas.

   Company policy and organization should be reviewed in most companies of this size, particularly as they pertain to personnel activities and in relationship to other companies to whom work is referred or for whom sub-contracting work is performed.

   c. Industries with 100 to 500 employees should have at least a part-time training coordinator to determine needs, structure courses, evaluate programs, and counsel employees. This can be a joint operation handled by a personnel manager or a salary and wage analyst, but this individual must be proficient in training techniques. He must be allowed sufficient time to coordinate the needs of his company with the educational institutions in the area, either individually or through an industrial association. This size company should offer training at least in the following fields: orientation, indoctrination, on-the-job training, and specialized skill training. Other training as required should be arranged for with other agencies or schools.

   d. Industries with under 100 employees should also have training. No industry is too small to plan for the adequate training of its employees. The determination of training needs and arranging for courses must be the responsibility of the manager of even the smallest companies. The following possibilities should be considered:

      (1) If the owner-manager or supervisor has taken courses in or is familiar with personnel policies and training techniques, and if he can allot the time to training, he should perform this function himself. The needs of every employee within his current job and for advancement must be known by management or by managerial representatives.

      (2) If no supervisor in a small company is able to handle this problem, then a group of small companies should band together and employ a training specialist or a training consultant to determine their needs and to structure or arrange for required programs. One full-time training specialist would be required for approximately 500 employees. However, if this number of employees involves more than five companies, the ratio should be decreased to one trainer for each 300 employees.

Small industries expect specialized training to be given by the schools. As is explained in this report, much of this is possible. However, the school system will never be able to provide complete training of a specific nature in every industrial occupation. The schools and the small companies must meet together to determine their mutual needs and responsibilities.

APPENDIX B

SURVEY QUESTIONNAIRES

A great deal of information from industries, labor organizations, students, parents, and teachers was obtained by using the several questionnaires which are reproduced in this section of the Appendix. All data received by questionnaire were supplemented and clarified by personal contacts, publications, reports, and statistical evaluations.

Instructions for completing the questionnaires were sent to each group contacted. Summaries of these instructions follow.

Employer Questionnaire 1

This questionnaire was distributed to every business or industry in Allegheny County employing more than 100 workers and to a random sampling of those employing fewer than 100 workers. The confidential nature of the material requested was assured and all companies were notified that no information would be related to a specific company, nor would any responding company be referred to by name.

It was emphasized that employment information by area and by type of worker was very important since it was necessary to project personnel needs even though completely accurate forecasts could not be made by many of the companies.

Under information pertaining to classifications, employee turnover, training information, and work-experience programs, it was asked that the actual present conditions and programs be stressed and explained and that wherever possible projections be indicated.

In many instances follow-up interviews were necessary to develop certain information which fit into the statistical recording pattern desired.

Refer to Appendix pages B-2 to B-8 for specific information requested on Employer Questionnaire 1.

Employer Questionnaire 2

This questionnaire was submitted to those companies replying to Employer Questionnaire 1. Each employer completed from 2 to 10 of these questionnaires on specific job classifications. The job classifications to be covered by each company were determined by a random selection from among the major employment groupings utilized by that company.

The importance of the employment requirements, education and training, and work experience made available for each classification was stressed, and most of the large companies submitted job descriptions and classification summaries in addition to the questionnaires.

From these questionnaires, composite information by classification was compiled and education and training standards established for each of the skill levels described.

Please refer to Appendix pages B-9 to B-16 for the specific information requested on Employer Questionnaire 2.

Labor Union Questionnaire

This questionnaire was distributed to 411 labor union locals in the Pittsburgh area. Its purpose was to determine membership changes since 1950 and to obtain general information regarding the classification of workers, the classification of members, the amount of training conducted by or for the local, and the extent to which the union participates in an advisory capacity with the public schools.

General recommendations regarding high school, trade and technical schools, colleges and universities, and adult school programs were requested.

Refer to Appendix pages B-17 to B-19 for the specific information requested on the Labor Union Questionnaire.

Student Employment Questionnaire

On pages B-20 and B-21 is reproduced the questionnaire used to survey all students in the ninth and twelfth grades in the Pittsburgh Public Schools. Instructions on the use of this questionnaire were given in meetings with counselors and by a two-page summary covering the specific questions. The counselors discussed these instructions with the students completing the questionnaires.

Parents' Employment Questionnaire

A sampling was made of 50 percent of the parents of the students whose questionnaires were completely evaluated. This questionnaire is reproduced on pages B-22 and B-23.

It was stressed in the instructions relating to both the parent and student questionnaires that it is not practical for any school system at any level of education to initiate additional or advanced courses or curricula unless there is sufficient student and parent interest in such programs and the job opportunities to which they relate. The parent responses were all correlated with the student replies, and differences have been reported on and discussed in the body of this study.

Adult School Questionnaire

On pages B-24 and B-25 is reproduced the questionnaire completed by a random sampling by classes of approximately 50 percent of the students attending vocational adult school programs. Specific responses by level of education and by the type of employment for which the student was preparing have been analyzed in the body of this study.

Vocational Teacher Questionnaire

On pages B-26 and B-27 is reproduced the questionnaire which was completed by all teachers in the vocational high schools of the City of Pittsburgh. The recommendations and comments made by the vocational teachers have been summarized in the body of this report.

Example No. **9**

Community:
BARSTOW, CALIFORNIA
Population - 11,644

THE PROBLEM:

Buildings for a new public junior college were rising in the community.

Particularly needed: Practical advice "that will help develop technical-vocational programs appropriate to the students of the community."

THE SOLUTION:

A decision was made to organize a flow of information among local business and industrial leaders and junior college administrators.

Two committees of employers -- one representing business and one industry -- were set up on a sustaining basis.

Their goal: "To report the needs of the community to the college staff, suggest curricular developments, and analyze programs in their areas of interest."

THE FOLLOW-UP:

Committee assignments were made -- seven to a Business and ten to a Technical-Vocational Committee.

Twenty-five Business courses are offered; other courses also reflect Committee advice and College utilization.

Information Source:
Leslie Wilbur, (Director,
Barstow Chamber of Commerce)
President, Barstow College
448 South First Street
Barstow, California
Area Code 714
CL 6-7029

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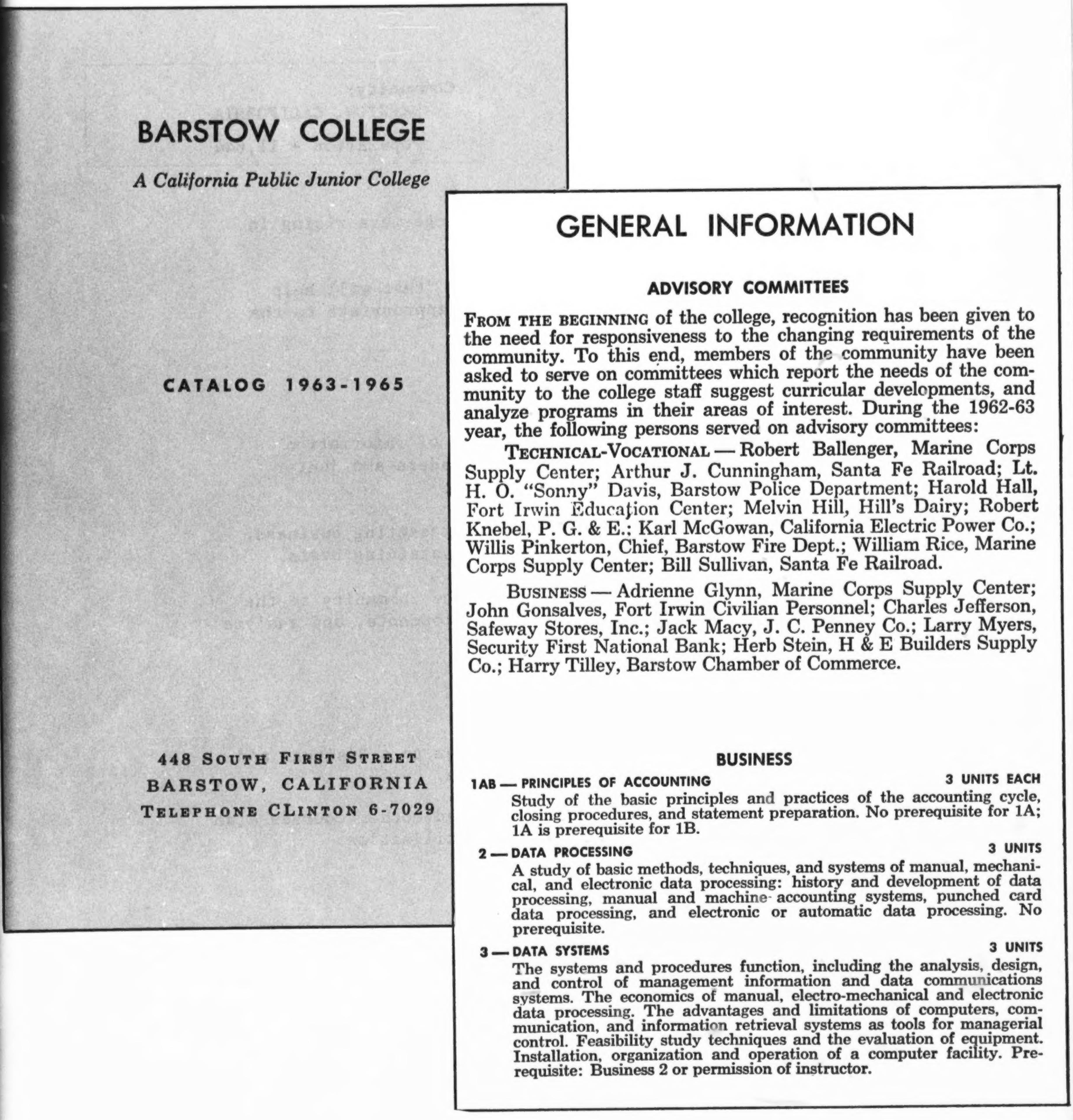


BARSTOW COLLEGE

A California Public Junior College

CATALOG 1963-1965

448 South First Street
BARSTOW, CALIFORNIA
Telephone CLinton 6-7029

GENERAL INFORMATION

ADVISORY COMMITTEES

From the beginning of the college, recognition has been given to the need for responsiveness to the changing requirements of the community. To this end, members of the community have been asked to serve on committees which report the needs of the community to the college staff suggest curricular developments, and analyze programs in their areas of interest. During the 1962-63 year, the following persons served on advisory committees:

Technical-Vocational — Robert Ballenger, Marine Corps Supply Center; Arthur J. Cunningham, Santa Fe Railroad; Lt. H. O. "Sonny" Davis, Barstow Police Department; Harold Hall, Fort Irwin Education Center; Melvin Hill, Hill's Dairy; Robert Knebel, P. G. & E.; Karl McGowan, California Electric Power Co.; Willis Pinkerton, Chief, Barstow Fire Dept.; William Rice, Marine Corps Supply Center; Bill Sullivan, Santa Fe Railroad.

Business — Adrienne Glynn, Marine Corps Supply Center; John Gonsalves, Fort Irwin Civilian Personnel; Charles Jefferson, Safeway Stores, Inc.; Jack Macy, J. C. Penney Co.; Larry Myers, Security First National Bank; Herb Stein, H & E Builders Supply Co.; Harry Tilley, Barstow Chamber of Commerce.

BUSINESS

1AB — PRINCIPLES OF ACCOUNTING **3 UNITS EACH**

Study of the basic principles and practices of the accounting cycle, closing procedures, and statement preparation. No prerequisite for 1A; 1A is prerequisite for 1B.

2 — DATA PROCESSING **3 UNITS**

A study of basic methods, techniques, and systems of manual, mechanical, and electronic data processing: history and development of data processing, manual and machine accounting systems, punched card data processing, and electronic or automatic data processing. No prerequisite.

3 — DATA SYSTEMS **3 UNITS**

The systems and procedures function, including the analysis, design, and control of management information and data communications systems. The economics of manual, electro-mechanical and electronic data processing. The advantages and limitations of computers, communication, and information retrieval systems as tools for managerial control. Feasibility study techniques and the evaluation of equipment. Installation, organization and operation of a computer facility. Prerequisite: Business 2 or permission of instructor.

INCIPLES OF SALESMANSHIP 3 UNITS

study of methods procedures, and practices used in selling. Function
the marketing process, a consideration of the functions of the sales-
an and the requirements and characteristics of effective selling. No
erequisite.

ARKETING 3 UNITS

n introductory course in marketing: includes a survey of the field,
ith attention to the producer, the middleman and the retailer; prin-
ples and procedures in advertising; salesmanship; problems in retail-
g. No prerequisite.

ITRODUCTION TO BUSINESS 3 UNITS

survey of American business; terminology, organization and opera-
on, types of businesses, their functions, services and ethics. No pre-
equisite.

BUSINESS LAW 3 UNITS EACH

he principles of business law leading to the solution of legal problems
business men. Examination is made of contracts, agency, real
roperty, negotiable instruments, mortgages and leases, bailments,
usiness crimes, insurance, partnerships, and corporations. Emphasis
on California law. No prerequisite.

USINESS ORGANIZATION AND MANAGEMENT 3 UNITS

he kinds of organizations and operational principles and practices in
odern business. The roles of management, labor, and government in
ur system of free enterprise are discussed. No prerequisite.

FFICE MANAGEMENT 3 UNITS

he basic principles of office organization and management with em-
hasis on relationships among physical, personnel, and procedural
actors which affect the efficiency of the office. The course is designed
or business administration students preparing for executive positions
f leadership in the scientific management of office functions. No
rerequisite.

EGINNING TYPING 2 UNITS

study of the basic techniques of typing designed to develop speed
nd accuracy. Instruction in centering, letter placement, simple tabu-
ations, manuscripts, and rough drafts. Open only to students who do
ot know the typewriter keyboard. 5 hours a week. No prerequisite.

DVANCED TYPING 2 UNITS

Development of speed and accuracy in production typing of business
etters, business and legal forms, tabulation, statistical and financial
eports, and job application papers. Prerequisite: Business 50 with a
rade of C or better, or equivalent. 5 hours a week.

BEGINNING SHORTHAND 4 UNITS

beginning course in the study of Gregg theory with some dictation
nd transcription practice. A minimum dictation speed of 50 words per
inute for 5 minutes is expected at the end of the semseter. Open to
tudents who have had no previous shorthand or who have had one
emester or less of high school shorthand. 5 hours. Prerequisite:
bility to type 30 words per minute or concurrent enrollment in
usiness 50 or 58.

INTERMEDIATE SHORTHAND 4 UNITS

continuation of Business 52A, with increased practice in dictation
nd transcription. Grammar, punctuation, and spelling are stressed. A
inimum dictation speed of 70 words per minute for 5 minutes is
equired for a passing grade. 5 hours. Prerequisite: Business 52A or
quivalent.

BUSINESS ENGLISH (See ENGLISH 53)

BUSINESS CORRESPONDENCE (See ENGLISH 54)

REPORT WRITING (See ENGLISH 55)

BUSINESS MATHEMATICS (See MATHEMATICS 53)

BEGINNING SHORTHAND (Review) 1 UNIT

A review course in the study of Gregg theory with some dictation and transcription practice for those students who feel the need for review of beginning shorthand. A minimum dictation speed of 50 words per minute for 5 minutes is expected at the end of the semester. Prerequisites: A grade of at least C in one year of high school shorthand or in one semester of college shorthand. Also, the ability to type 30 words per minute or concurrent enrollment in Business 50 or 58.

MACHINE CALCULATION 1 UNIT

Introduction to and drill on various types of calculating and adding machines. Instruction will show application of arithmetic to the operation of the machines. No prerequisite. 3 hours.

REVIEW TYPING 1 UNIT

An intensive review of typing fundamentals and techniques. Meets the needs of students who have previously had typewriting, but want a semester of remedial practice before going into advanced vocational courses. Prerequisite: Knowledge of typewriter keyboard. Not open to students with a grade above C in Business 50. 3 hours a week.

OFFICE METHODS 3 UNITS

A study of office practices, procedures, routines, personnel relations, care and use of duplication and transcription equipment. Present and future office employees may supplement skills developed in other business courses. Prerequisite: Ability to type 30 words a minute.

INVESTMENTS 2 UNITS

Classes of securities, the stock exchange, source of financial information, points to consider in making the investment, market trends, and analysis of factors affecting price fluctuations. No prerequisite.

STENOSCRIPT 2 UNITS

A practical, easy to learn system of abbreviated longhand. It is not a symbol shorthand but uses already familiar characters of the alphabet. No prerequisite.

– BEGINNING BOOKKEEPING 3 UNITS

The fundamentals of double entry bookkeeping including recording of transactions in journals, posting to ledgers, and preparation of financial statements. Recommended for occupational, non-transfer students, and for those who wish preparatory training before entering Business 1A, Accounting. Not open to students who earned grade of better than C in high school bookkeeping. No prerequisite.

– ADVANCED BOOKKEEPING 3 UNITS

A continuation of Business 71A. Prerequisite: Business 71A or grade of C or better in high school bookkeeping.

FILING PROCEDURES 2 UNITS

The basic principles of filing and their application to various filing systems. No prerequisite.

EDUCATIONAL PROGRAMS

FOR YOUTH

FOR THE YOUTH of California, the junior college has become the principal institution of higher learning for the first two years of formal education beyond high school. This fact is reflected in junior college student bodies in the state, where approximately seventy-five per cent of all college freshmen and sophomores are enrolled.

The strength and growth of the junior college are due in part to the versatility of its course offerings and other educational services. This well-rounded program is reflected in the offerings at Barstow College, where there are programs of study for youth with varying educational interests and objectives. These fall into three major categories.

UNIVERSITY PARALLEL. The first was designed for persons who wish to take their first two years' work here and then transfer as juniors to the four-year colleges of their choice. This program is usually referred to as the "transfer program" or "university parallel program," since courses in it parallel those of four-year colleges, and units earned therein may be transferred without loss to the student.

TECHNICAL-VOCATIONAL. The second major academic program at Barstow College has been organized for persons who seek occupational skills which may be acquired by attending the college one or two years. At this time, the college offers two-year associate in arts degree programs in business, secretarial science, stenography, industrial supervision, law enforcement, and in the area of general technology. In addition, special single and multiple courses are available in the areas of auto mechanics, business, electricity, electronics, engineering, home economics, industrial chemistry, machine shop, management, mathematics, physics, refrigeration, and woodworking.

GENERAL EDUCATION. Thirdly, the college has developed a pattern of courses in general education.

FOR ADULTS

AS OUR CULTURE continues to increase in complexity at an ever increasing rate of speed, so adult interest in the need for continuing education increases. Adult interest in education is confirmed by many recent developments; for example, during the school year 1957-1958 forty million adults in the United States enrolled in classes that met a minimum of four times. The response to the needs of adults may also be seen among the junior colleges of California, where adults outnumber youth approximately two to one.

As a community junior college, Barstow College recognizes the importance of education for adults. To this end it offers courses of instruction to the adults as well as the youth of the Mojave Valley Area. Adults who return to school do so after varying years of interruption. They come from all walks of life and have varying educational backgrounds—many have not completed high school; on the other hand, some have college degrees.

Reasons why men and women return to school vary considerably. Some want to earn a college degree. Many others seek to learn, relearn or improve a vocational skill. Frequently, there are those who wish to acquaint themselves with their cultural heritage, their government, world politics, the great artistry of the world, or knowledge about themselves and others.

An important part of the instructional program at Barstow College is designed to meet the needs of employed persons. Course offerings are planned with interested groups and agencies so that workers in the community may keep up with technological changes in their jobs or may prepare for other types of work; so that homemakers may participate in courses in family life education; and so that all enjoy the stimulation of the classroom in other areas of their interests.

Barstow College exists to make educational opportunities available to all citizens of the community, irrespective of how much formal education they have had or what their educational goals may be.

GUIDANCE COUNSELORS

Example No. **10**

Community:
CORNING, NEW YORK

Population - 17,085

THE PROBLEM:

Local guidance counselors found they needed better answers to students who said: "Why should I finish high school, I couldn't get a job around here anyhow."

Effective Reply: Just how many students the community does put in jobs in a typical year.

THE SOLUTION:

The Chamber of Commerce instituted a survey of businessmen in the area.

Questionnaires were designed to determine how many high school--and non high-school--students the community can hire yearly.

THE FOLLOW-UP:

Survey tabulations give guidance counselors answers they need.

Among their more positive replies they can tell students that "In this area your chances of getting a job are good... and much better--if you finish high school."

Information Source:
Albert S. Hinkle, Executive Secretary
Greater Corning Chamber of Commerce
42 East Market Street
Corning, New York
Area Code 607
xf 6-4686

FOR FURTHER DETAIL.... TURN THE PAGE

Greater Corning Area Chamber of Commerce

JOB AVAILABILITY ANALYSIS QUESTIONNAIRE

1. Do you hire inexperienced males who do not have a High School diploma (or equivalent)? Yes ___ No ___ Why? ___

2. If enough male High School Graduates were available to meet your needs, would you prefer them? Yes ___ No ___ Why? ___

3. a. For what type jobs would you consider inexperienced male non-High School Graduates? ___ Are these jobs permanent? ___

   b. For what type jobs would you consider High School Graduates? ___

   c. For what type jobs would you consider 2-year College Graduates? ___

4. Does your experience indicate non-High School Graduates to be as promotable as High School Graduates? Yes ___ No ___ Comments: ___

5. How many job openings do you expect in 1963-64 based on estimated losses and retirement and normal business conditions? Please give a breakdown--for male High School and non-High School Graduates.

	High School Graduates	Non-High School Graduates
July-December 1963	___	___
January-June 1964	___	___

6. Over the past two or three years approximately how many new males have you hired each year?

	1962	1961	1960
High School Graduates	___	___	___
Non-High School Graduates	___	___	___

7. The purpose of this questionnaire is to assist High School Guidance Counselors in their work with the potential drop-outs. Have you any helpful comments not covered in the questions above?

   ___

8. Name ___ Business ___

   Type of Business:
   a. Manufacturing ___
   b. Merchant ___
      Type (Floor, Clothes, etc.)
   c. Service ___

GUIDANCE COUNSELORS

Example No. 11

Community:
JOLIET, ILLINOIS
Population - 66,780

THE PROBLEM:

How best to aid local vocational guidance counselors to outline properly future training programs in community public and private schools.

THE SOLUTION:

The Chamber of Commerce worked out a cooperative program after consultation with county school officials.

Specifically: The Chamber sought to provide guidance counselors with "a realistic appraisal of the opportunities for employment of high school graduates in the region."

THE FOLLOW-UP:

Letters were sent to all Chamber of Commerce members explaining the program and inviting their help. Questionnaires were enclosed.

The returned information was tabulated by the Chamber.

Guidance counselors find the information helpful.

Chamber member comments on the survey -- invited at the time the questionnaires were distributed -- give promise that future surveys will be even more productive.

Information Source:
Jack F. Romine, Executive Assistant
Joliet Region Chamber of Commerce
71 North Ottawa Street
Joliet, Illinois
Area Code 815
726-5218

FOR FURTHER DETAIL ... TURN THE PAGE

JOLIET
region chamber of commerce

71 NORTH OTTAWA STREET • JOLIET, ILLINOIS • AREA CODE 815 726-5218

Dear Member:

The Education Committee of the Joliet Region Chamber of Commerce and the Guidance Division of the Will County Superintendent of Schools office are jointly planning a series of business-guidance programs.

The purpose of these programs is to offer to the guidance counselors a realistic appraisal of the opportunities for employment of high school graduates in the Joliet region.

In the past, your Chamber has sponsored what was called "Business-Education Days" wherein the faculties of our area schools were invited to spend a day with businessmen. This program improved the relations between the schools and businesses but contributed little to the direct needs of the students.

It seems logical that counselors--working directly with students to help them plan their educational programs for future employment--should have the opportunity to receive this information directly from the representatives of business.

Basically, this project would operate in the following manner: Teams--of between four and five counselors--would be formed which would visit representative industries such as manufacturing, merchandising, utilities, services and professions. Visits would be for one half a day, four times per calendar year.

As an example, a team would meet with you or your representatives in October, November, March and April. During these conferences employers would be asked to review--for the counselors--the following:

> Employment opportunities--as they pertain to the number of employees needed in the future; the type of occupational opportunities--as secretarial, clerical, mechanical, managerial, etc.; requirements needed in each type of classification; a brief summary of past problems; suggestions for the future concerning the type of employee desired; general background information concerning your industry and its future.

From the counselors information would be available concerning (1) training programs now in effect in Joliet region schools; (2) what changes will be taking place; and (3) what type of students are seeking employment in your particular business field.

As you can readily see, this program is striving to offer detailed planning and furnish definite information--for both you and the counselor program.

We would appreciate your comments or questions concerning this program. Enclosed is a questionnaire which will help us in determining the interest of Joliet region employers in this project and the extent to which you wish to participate.

Sincerely,

Jack F Romine

Jack F. Romine
Executive Assistant

GUIDANCE COUNSELORS

Example No. 12

Community:
BILLINGS, MONTANA

Population - 52,851

THE PROBLEM:

Vocational guidance counselors and businessmen in the area found distance and other factors impeded a regular flow of ideas among them.

Question: How to (1) create a positive program enriching and extending the flow of guidance ideas into the area and (2) promote a greater exchange of views among counselors and area businessmen.

THE SOLUTION:

The Chamber of Commerce annually sponsors Guidance Counselor Day.

Counselors attend from junior and senior high schools--in an adjacent 3-state regional area.

Nationally-known speakers, area counselors, businessmen and others give talks, engage in panel discussions, participate in workshops.

THE FOLLOW-UP:

Programs are well attended; participants later receive questionnaire forms asking for comments and suggestions for future programs.

Most recently, the Guidance Counselor Day has profited by a critique by Loren L. Benson of Hopkins, Minn., President of the American School Counselor Association...a recent speaker. Prime comment: "I strongly urge you to continue this type of activity."

Information Source:
Darrell Booth, Manager
Billings Chamber of Commerce
3d Avenue North & 27th St.
Billings, Montana
Area Code 406
245-4111

FOR FURTHER DETAIL ... TURN THE PAGE

CHAMBER of COMMERCE

CORNER 3RD AVENUE NORTH AND 27TH STREET—PHONE 245-4111 (AREA CODE 406)—BOX 2519—BILLINGS, MONTANA

Chamber of Commerce of the U.S.
1615 H Street, N.W.
Washington 6, D. C.

Gentlemen:

We are glad to enclose a copy of the program for the Billings Chamber of Commerce Guidance Counselor Day of 1963 as you requested.

1963 was the third year of this event which is sponsored by the Education and College Development Committee of the Chamber. Guidance Counselors from both junior high schools and senior high schools from throughout eastern Montana, northern Wyoming, and western North Dakota are invited.

The programs have been well attended, and the committee feels successful. This year a questionnaire was mailed to all participants asking for comments and suggestions for future programs. The response was gratifying; we do note that the majority of counselors would prefer to have school administrators and school board members also in attendance so they will be aware of some of the problems and questions that are discussed at these meetings.

In past years, pre-arranged tours for all in attendance were available following the afternoon sessions to educational, business and industrial firms. This year, the tours were optional by request.

DARRELL BOOTH
Manager

GUIDANCE COUNSELOR DAY

Monday, November 18, 1963

BILLINGS CHAMBER OF COMMERCE BUILDING

10:00 AM - Introductions
Welcome - Willard Fraser, Mayor of Billings
Guest Speaker - Loren L. Benson, President, American School Counselors Association

10:45 AM - Coffee and Registration

11:00 AM - Panel Presentation - "Aspects of Employment Opportunities"
Roy Burkhart, Manager, Sears, Roebuck & Co.
Clarence Nybo, Manager, Montana Unemployment Compensation Commission

Luncheon - George M. Washington, President, Billings Chamber of Commerce
Guest Speakers - Della Ve Carr and Donald Peters, Counselors, West High School, "Meeting Student and Community Needs--from the Counselor's Point of View."

1:30 PM - Shop-Talk Discussions -- Questions and Answers
Panel: Roy Burkhart; Clarence Nybo; Ralph Klee, Humble Oil Co.; Jim McLuskie, Bureau of Reclamation; Don Powers, Northern Pacific Railway; Mrs. Madge Dillon, Transwestern Life Insurance; Bob Howe, Deaconess Hospital; Henry Mangiantini, First National Bank; Representatives of Eastern Montana, Rocky Mountain, and Billings Business Colleges.

Master of Ceremonies: Donald Harr, M.D., Chairman, Education and College Development Committee, Billings Chamber of Commerce.

Example No. 13

Community:
BEAVER DAM, WISCONSIN
Population - 13,118

THE PROBLEM:

Personnel officers and employment agencies can more effectively serve their employers and clients through a better understanding of what area industrial employers require in the way of education/training skills from potential workers.

Immediate Concern: How best to acquire this understanding, comprehensively, on an area-wide basis?

THE SOLUTION:

Working in cooperation with area industry and the Dodge County Personnel Association, the Chamber of Commerce determined to survey the area.

Questionnaires were prepared by the Chamber and sent to all local industrial employers.

Survey returns were analyzed; a final report was prepared.

Reports of findings were sent to all cooperating employers.

THE FOLLOW-UP:

The survey/report provides a cross-section of local industry education/training characteristics; also, it suggests where local industrial training needs may best be supplemented.

The Chamber is considering the merits of a more detailed supplementary survey and report -- profiting from findings uncovered by the original study.

Information Source:
C. F. Katzenmeyer
Executive Secretary
Chamber of Commerce
120½ Front Street
Beaver Dam, Wisconsin
Area Code 414
53916

FOR FURTHER DETAIL...TURN THE PAGE

Chamber of Commerce
120½ FRONT STREET
Beaver Dam, Wisconsin 53916

Dodge County Area
Survey of Industrial Training Needs
(other than professional)

Name of Industry ______________________________

Major Product (s) ______________________________

1. Is your Company interested in better vocational facilities for training your employees and prospective employees in Dodge County ?
Yes ______ No ______

2. How many persons are now in training within your company ?
____
Of these, how many are receiving their training through vocational and technical education ? ______________

3. Are present vocational, technical and adult education programs meeting your training needs ?
Yes ______ No ________

4. If vocational, technical and adult education facilities and program were expanded to a county basis or larger, would more of your employees participate ?
Yes ________ No ________

5. When specialized training for small numbers of people is needed and is available at no cost to employee or employer (except for transportation) in a larger vocational school outside of Dodge County, would your employees attend ?
Yes _____ No ________

6. How many additional people would you have in vocational, technical and adult school training if an expanded program was available.?
____

7. What specific education or vocational and technical training is most needed by you now ? ______________________________

8. Do you employ any persons who do not complete high school ?
Yes _____ No _______
In what occupation ? ______________________________

9. Do you have employees who could teach courses in special skills or subject matter ?
Yes _____ No _______
List the skills or subject matter ______________________________

10. How would you suggest vocational, technical and adult education be improved for Dodge County ?
____

SCHOOL STUDENTS

Example No. **14**

Community:
ELKHART, INDIANA

Population - 40,274

THE PROBLEM:

During the ninth grade, local experience shows, "students select the school curriculum necessary to fulfill the needs of their chosen vocation."

Need: "To provide ninth grade junior high school students with the opportunity to have a firsthand look at the occupation they have chosen."

THE SOLUTION:

Chamber of Commerce Education Committee members worked out a cooperative program--utilizing the full Chamber membership.

To provide students individually with help and encouragement in choosing future courses and occupation a Career Guidance Day is sponsored. Each student is given "opportunity to talk with and see people performing in the occupation he feels he would like to follow."

THE FOLLOW-UP:

School survey returns show 380 of a total of 396 participating students--about 96%--reported the activity helpful; they urged that it be continued.

In cooperation with school officials, future Career Guidance Day programs for ninth graders are planned.

Information Source:
Doug Jaeger
Chairman, Education Committee
The Elkhart Chamber of Commerce
P. O. Box 424 - Equity Building
Elkhart, Indiana
Area Code 219
JA 2-7806

FOR FURTHER DETAIL ... TURN THE PAGE

The Elkhart CHAMBER OF COMMERCE

P. O. BOX 424 • EQUITY BLDG. • JACKSON 2-7806 • ELKHART, INDIANA

September 26, 1963

Dear Member:

The Education Committee of the Elkhart Chamber of Commerce has set Thursday, October 17, 1963, as CAREER GUIDANCE DAY to provide ninth grade junior high school students with the opportunity to have a firsthand look at the occupation they have chosen as their life's work.

We feel this program is of tremendous value to our community since it is during the ninth grade that students select the school curriculum to provide them with the education experience necessary to fulfill the needs of their chosen vocation. Because of the merit of an educational opportunity of this type, the Chamber Education Committee has invited the ninth grade students from Osolo Township to join with the Elkhart City students in this program.

Each student will have the opportunity to talk with and see people performing in the occupation he feels he would like to follow throughout his life. This program has been successful as shown by a survey conducted in the spring of 1962 by Roger Niemeyer, teacher at West Side Junior High School. Out of 396 seniors responding, 140 were still planning to follow the same vocation which interested them in the ninth grade. Two hundred eighty-six believed the range of job visits offered was wide enough and 380 said the activity was helpful and recommended its continuation. Only 16 thought CAREER GUIDANCE DAY was not helpful.

Enclosed is a list showing the number of students interested in the occupational groups this year. If you wish to participate in this project, please indicate in the right hand column (NO. OF STUDENTS REQUESTED) the maximum number you will be able to host in each category you have in your business. The participation sheet should be returned to the Chamber office by Friday, October 4, 1963, in order to permit the completion of arrangements.

So you will know what is involved in hosting, an outline of what is expected accompanies this letter. Detailed instructions will be mailed to participating businesses prior to October 17, 1963.

Let's make this a big day for these students! They are tomorrow's spiritual, cultural, and business leaders. We should offer them our help and encouragement.

Sincerely yours,

Doug Jaeger

Doug Jaeger, Chairman
Education Committee

DJ/s
Enclosures

Elkhart must keep pace with tomorrow

Example No. **15**

Community:
WATERLOO, IOWA

Population - 71,755

THE PROBLEM:

Students of about 9th grade level, who feel they will not be able to attend college, tend to become discouraged.

Local educators reported that frequently such students feel that without a college education they will have no jobs--and no future. Some even question if it is worthwhile for them to finish high school.

Challenge: To stimulate student morale--and understanding.

THE SOLUTION:

Chamber cooperation has produced Future Planning Day--designed primarily for students unlikely to go to college (50% to 80% of those in high school).

Basic aims: (1) To point out the importance of completing high school; (2) to note local jobs available to high school graduates and qualifications needed to get them; and (3) to suggest ways of furthering education beyond high school--at home.

Man-woman business teams visit community schools. Meetings with student groups emphasize talks, question-and-answer and open discussion.

THE FOLLOW-UP:

Surveys show that one-third of the male students express a strong desire to remain and work locally after high school graduation.

Most female students wish to work at jobs--whatever marriage plans they may have.

Information Source:
L. A. "Pat" Touchae
Executive Vice President
Waterloo Chamber of Commerce
229 W. 5th Street
Waterloo, Iowa
Area Code 319
233-8431

FOR FURTHER DETAIL ... TURN THE PAGE

WATERLOO CHAMBER OF COMMERCE

Future Planning Day - Briefing Session

It is the general opinion of educators that students of about the ninth grade age who are quite sure that they will not be able to attend college become discouraged. They feel that without a college education there will be no jobs available to them and consequently no future for them. They then begin to wonder if it is even worthwhile for them to finish high school.

THE PURPOSE OF THE FUTURE PLANNING DAYS PROGRAM:

1. To point out the importance of completing their high school training and establishing a record of dependability. To learn to apply themselves and make the most of their opportunities.

2. To explain to them the many jobs that are available to people without a college education and to outline some of the requirements necessary to secure employment.

3. To point out to them the many ways that they can further their education at home. By such means as correspondence courses; business, barber and beauty colleges; adult education classes...and by making use of the many volumes in our public libraries.

WE PROPOSE TO HAVE TWO COUNSELORS, A MAN AND A LADY FROM DIFFERENT TYPES OF BUSINESS, WITH EACH GROUP OF STUDENTS. The group session will last approximately 45 minutes. It is suggested that each counsellor talk to the group about 5 minutes concerning the opportunities in their own and related endeavors. The balance of the time should be devoted to answering questions from the students.

. . . .

THIS PROGRAM is not a Career Day program, but IS DESIGNED PRIMARILY FOR THE BENEFIT OF THE STUDENTS WHO ARE NOT LIKELY TO GO ON TO COLLEGE. These could amount to from 50% of the students in some schools to 80% in others. The youngsters who are likely to go on to college have considerable guidance available, so we are primarily concerned with those who will leave high school, if they finish high school, and will enter the local labor market.

. . . .

WHEREVER POSSIBLE, have some of your firm's application blanks available for the students to look at. Students have requested these.

STUDENTS ARE EAGER TO LEARN--AND ARE SURPRISED TO LEARN--ABOUT THE TRAINING INDUSTRY HAS TO OFFER. The greatest interest is shown in ideas regarding "on the job" training and the possibilities of advancement *without* a college education.

Schedule
FUTURE PLANNING DAY
for
JUNIOR HIGH SCHOOL STUDENTS

- - - -

9:00 a.m. -- Cafeteria: Get-acquainted coffee
9:20 -- Auditorium: Mr. Jenkins, speaker
9:40 -- Group discussions
10:45 -- Auditorium: Summary
11:20 -- Evaluation with student leaders

SCHOOL STUDENTS

Example No. **16**

Community:
FREDERICK, MARYLAND
Population - 21,744

THE PROBLEM:

How best to show business support for a proposed step of "including facilities for vocational education in the new high school."

How best to present conclusive business evidence that students who finish high school have better job opportunities in the community.

THE SOLUTION:

The Chamber of Commerce undertook "to get business and industrial firms' evaluation of the amount and type of education needed to fill positions they have to offer."

Basic Questions: (1) What percent of future job placements can be filled by persons having less than a high school education? Also,
(2) What percent will require a high school education?

Using the above date, the Chamber presented a convincing statement to the county School Board on basic training needs and, particularly, for improved vocational training.

THE FOLLOW-UP:

Fifty major firms took part in the survey -- manufacturers, retailers, wholesalers, processors, builders and service industries.

96% urged the usefulness of more vocational training.

More than 25% said high school educations would be required of ALL future employees.

Information Source:
G. Dana MacDonald
Chairman, Education Committee
Frederick Chamber of Commerce
Winchester Hall
Frederick, Maryland Area Code 301
662-4164

FOR FURTHER DETAIL ... TURN THE PAGE

PRESENTATION TO FREDERICK COUNTY SCHOOL BOARD
BY G. DANA MacDONALD, CHAIRMAN, EDUCATION COMMITTEE
FREDERICK CHAMBER OF COMMERCE

VOCATIONAL TRAINING

"We appreciate having the opportunity of adding our support and endorsement to a program of expanding vocational training in Frederick County..."

"We look on vocational training as extending well beyond what courses are provided to the high school student. Today's conditions are such that education for occupational competency is a lifetime process that starts when one acquires his first basic skill and ends when he quits his last job."

"We might try to estimate the vocational needs of our young people for the next ten years... If we estimate that 600 of approximately 800 will graduate each year--and NOT go on to higher education--we arrive at a 6,000 figure for this group.

"We certainly must provide for the drop-outs. If the present trends continue, this would be another 3,500.

"How productively employed this group of 9,000 to 10,000 young people become will be strongly influenced by how the educational program meets the needs of this growing community and the requirements of the years ahead. As business men and parents we join in supporting an educational system that accepts the challenges of these needs."

- - - - - - - -

"We have made a survey of local firms asking that they supply us an estimate of their employment needs....Of 77 firms contacted, 49 responded. It is particularly interesting to note that vocational training has application to many other fields than manufacturing--which is often thought of as the main user of vocational training."

"We consider...including facilities for vocational training in the new...High School...essential."

"The Chamber believes that effective vocational education is no accident...The business community stands ready to assist. As planning for vocational training is undertaken, we recommend eleven points be taken into consideration..."

SCHOOL STUDENTS

Example No. 17

Community:
WILLMAR, MINNESOTA

Population - 10,417

THE PROBLEM:

What can a community do--to encourage:

- "Area students to enroll in a program of higher education;"
- "A trade-technical program...designed to fit any industry which would locate in the community."

THE SOLUTION:

The Chamber of Commerce "undertook an agressive program of building the community to serve an expanding economy."

A Major Feature: "Establishment of a Community College... as a unique experiment in the field of education in Minnesota."

- "Ours is the first of its kind in Minnesota-- a comprehensive institution offering trade-technical programs as well as college transfer courses, adult education courses, and extension courses from four-year institutions...we are pioneering in a new type of program."

THE FOLLOW-UP:

"Advantages of the training facilities at the Community College are realistic to industrial prospects."

- "The College has already instituted a training program for a garment industry pilot plant in Willmar."
- The 95.5% "yes" vote for establishment of the College remains "without precedent in Minnesota." More than 1,000 persons "served on committees in support of the establishment of the College."

Information Source:
R. J. Molamphy, Manager
Willmar Chamber of Commerce
518 Litchfield Avenue (Box 287)
Willmar, Minnesota
Area Code 612
235-0300

FOR FURTHER DETAIL ... TURN THE PAGE

WILLMAR Chamber of Commerce

518 LITCHFIELD AVENUE BOX 287 PHONE 235-0300 WILLMAR, MINNESOTA

Chamber of Commerce of the U. S.
1615 H Street, N. W.
Washington, D. C.

Gentlemen:

I am enclosing information on a vocational school in Willmar.

A group of us just returned from an industrial trip. We were accompanied by the Dean of the vocational school.

There is no question but what the availability of training facilities at the vocational school will be our greatest asset in developing more industrial job opportunities in Willmar....

Industrial leaders are quick to recognize this.

The purpose of the trip was two-fold: First, we wanted to tell about Willmar as a potential location; second, we want to assure ourselves that the vocational school is developing courses with desirable content... so that graduates will be in demand upon completion of the course.

At the present time, we have no unemployment in Willmar.

Sincerely,

R. J. Molamphy

R. J. Molamphy
Manager

WILLMAR'S CHAMBER LEADS THE WAY

By Richard J. Molamphy, Manager, Willmar Chamber of Commerce

New Era

When Willmar Community College opened its doors September 4, 1962, a new era in the area of education dawned for the City of Willmar and surrounding communities with this unique experiment in the field of education in Minnesota.

Willmar Community College in actuality is two schools — pre-professional training for four year transfer students and an up-to-date, well equipped, and thoroughly organized trade-technical school.

Although the school functions as one educational institution as far as administration, faculty, student body, extra curricular activities, and social functions are concerned, differences do exist as a matter of necessity with regard to courses of study.

Pre-professional students are trained in all scholastic areas for transfer to other educational institutions. Trade-technical students are grounded in all areas necessary for future placement as skilled industrial workers.

The story of Willmar Community College was told in the college paper in October of 1962 by College President Philip C. Helland.

"Ours is the first of its kind in Minnesota—a comprehensive institution offering trade-technical programs as well as college transfer courses, adult education courses, and extension courses from four-year institutions. Ours is also the only public two-year college which has a campus entirely separate from a high school. People who are interested in the higher education program in Minnesota are watching us closely — we are pioneering in a new type of program, and they want us to succeed.

Helps Industry

Advantages of the training facilities at the Willmar Community College are realistic to industrial prospects. They immediately recognize the asset of a top flight employee with the basic training for any industry.

The Willmar Chamber of Commerce has worked to build a community which is desirable to new citizens. The Chamber has an aggressive program to expand job opportunities to keep more of the younger citizens in Willmar. It boasts that a progressive citizen — whether a salesman, professional man, wholesaler, employee, student, retailer or a manufacturer — should look further into the reasons for "YOU . . . will do well . . . IN WILLMAR".

GREATER MINNEAPOLIS
JULY, 1963

Sample No. 18

Community:
HAVERHILL, MASSACHUSETTS
Population - 46,346

THE PROBLEM:

Many students, otherwise equipped to satisfactorily carry on college work immediately after high-school graduation, find that financing their college education offers a hurdle--often too difficult, apparently, to be overcome.

Contemplated Action: Establishment of regional community colleges--throughout State--as need seems apparent.

THE SOLUTION:

The Chamber of Commerce decided to carry out an intensive program to secure State approval for establishment of a regional community college in the Haverhill locality.

Chamber representatives met promptly with State officials to review thoroughly all necessary qualification requirements.

The Chamber headed up local action. It surveyed all juniors in public and private schools in the area to learn their college intentions. It prepared forms, called meetings, explained need for supporting information, and had returns back from interested juniors within a five-day period.

The Chamber successfully urged city/school action in offering a suitable building. It likewise evoked support from all leading citizens and civic groups in behalf of the project.

THE FOLLOW-UP:

Haverhill's application for establishment of a regional Community College won State endorsement. The college, which opened with 300 students, now requires greater facilities.

A new 110-acre campus site has been reserved--suitable for an initial student body of 1,000. Further expansion is foreseen.

Information Source:
Malcolm F. Fryer, Managing Director
Greater Haverhill Chamber of Commerce
97 Main Street
Haverhill, Mass.
Area Code 617
DR 5-5663

FOR FURTHER DETAIL...TURN THE PAGE

REPORT: Educational Needs Committee
Greater Haverhill Chamber of Commerce

NEED FOR A REGIONAL COMMUNITY COLLEGE
(State Operated)

The Chamber was notified of this need. Our Committee immediately met with State representatives of the College Board and obtained full information concerning its requirements:

1. Survey of all junior classes in all high schools in the area, both public and private, to learn of their college intentions.

   The Chamber immediately prepared forms, called a meeting of all superintendents, high school principals, and guidance directors, explained the need for the information, and the fact that every junior must complete a four-page questionnaire and return it to the Committee within five days. This survey was intended to show how many students were interested in such a college and the courses they desired.

2. A meeting was planned with the School Committee and the City Council to obtain their approval and their offer of a suitable building, when it would be available and at what cost.

3. A survey of citizens and civic groups to determine their willingness to back such a school.

The School Department offered and the City Council agreed to sell to the State for $1.00 an old school building immediately.

All leading citizens and civic groups approached supported the college.

The questionnaires were returned, material was tabulated and full information was furnished to the State Board of Regional Community Colleges.

The Board awarded Haverhill the second such school established in Massachusetts, provided the State Legislature apprororpriated the necessary money. Our State Senator and Representatives filed immediately the necessary bills, money was granted, school work was started, and, subsequently, the school opened with 300 students.

This year, we were told that the school must expand as the demands were greater than anticipated.

What could be done?

Various committees met and many locations studied and submitted to the State College Board. Finally, one area was selected and this was submitted to the City Council which has voted to take 110 acres, by eminent domain, and make available to the State Board, December, 1963.

This will mean the establishment of a new campus for over 1,000 students with further expansion planned. This is in a most desirable location adjacent to the new Interstate 495 Highway.

Greater Haverhill Chamber of Commerce

SURVEY TO HIGH SCHOOL JUNIORS

QUESTIONNAIRE ON A PROPOSED TWO-YEAR COMMUNITY COLLEGE

This questionnaire is being administered to juniors in secondary schools in your community and surrounding areas. The purpose is to find out how many high school graduates in your area want a college education after graduation from high school next June. We wish to know, also, whether you would be interested in attending a two-year community college if such a college were established in Haverhill, let us assume by September, 1961. The location of a two-year community college in Haverhill would enable you to attend college within commuting distance of your home and thereby save your parents the costs of board and room for you.

There are many community colleges in the U.S. which offer, for example, two years of college work of the following types:

(a) Programs which enable students to transfer to the third year of a four-year college after they complete the first two years at the community college.

(b) Programs which prepare students for occupations associated with engineering (e.g., industrial, electrical, mechanical and chemical technologies); with business (e.f., business management, accounting, secretarial); with dentistry (e.g., dental hygiene); with medicine (e.g., medical technology); and others.

(c) A two-year program of general studies for students who do not plan to complete a four-year program at a senior institution for a B.A.

Your answers to the following questions are very important in helping the Massachusetts Board of Regional Community Colleges develop plans for two-year institutions in Massachusetts. Your answers will be held confidential and will be tabulated for your area at large. Answer each question as well as you can, whether or not you are planning to attend college in the fall of 1961.

- -

1. Name of your secondary school ______________________________________.

2. Your name ______________________________. 3. Sex: Male_____; Female _____.

4. Check the curriculum you are taking in high school: College Prep __________;
Technical _____; Commercial _____; General _____; Vocational _____; Other ___.

5. Indicate the total number of younger brother/sisters in your family ________.

6. Check your father's highest level of education: Elementary school __________.
Some high school _____; High school graduate _____; High school graduate and
some college _____; College graduate _____; Graduate or Professional Study ___.

7. Check one of the following which best describes your father's occupation
Professional or executive (e.g., engineer, doctor, teacher)_____; Owner o
manager of farm or business_____; Salesman, office worker_____; Craftsman,
mechanic, machine operator_____; other, (list)____________________________.

8. Do you plan to go to college in September, 1961? Please check one of the
follwing: Yes definitely_____; No definitely_____; Not sure_____.

9. If you checked Yes to the above, check one of the following and list the name
of the school if known: Four-year college or university_____________________;
Junior college__________________; Other______________________; Not sure______.

10. If you checked No above, check the one reason which best describes why you
are not going to college next fall: Not enough money_____; Needed at home to
help out by working_____; Would go if college nearby and could commute_____;
Not interested_____; Plan to enter armed forces_____; Planning to get married
_____; Have been advised against going to college_____; Other________________.

11. If you checked Not sure to the above, check the one reason which best describes
why you are not going to college: Not enough money_____; Would go if college
nearby and could commute_____; Not sure I want to go_____; been advised against
going but want to go_____; Uncertain on occupation to prepare for_____; Other___

12. Would you change your plans and attend a two-year public community college if
it were located in Haverhill? Check one: Yes_____; No _____; Not sure_____.

13. If you checked Yes or Not sure to 12., which one of the following programs
would you select: Business occupations (including accounting, merchandising,
medical or dental secretary, etc.) _____; Engineering technologies (including
electrical, mechanical, machine design, etc.) _____; First two years college,
with plan to transfer to four-year college as a junior_____; Two-year general
studies program for students who do not plan to continue_____; Other (please
indicate program, not listed above, which you would be interested in taking
__________________________________.

SCHOOL DROP-OUTS

Example No. 19

Community:
MODESTO, CALIFORNIA

Population - 36,585

THE PROBLEM:

Locally, "one out of every three high school students drops out before graduation and is not prepared for employment... one out of three county adults over 25 does not hold a high school diploma...nine per cent of the county's adults have not been educated beyond the fourth grade."

Increasing numbers of employables "raise welfare and unemployment case loads and increase taxes...an economic loss costly to community and individual."

Needed: A "bold venture" to counteract losses arising "from school drop-outs, under-educated and unemployable adults."

THE SOLUTION:

The Chamber of Commerce, in a multi-pronged approach, includes a unique program whereby businessmen serve as advisors to potential drop-outs from junior high school through junior college.

"A list of businessmen-advisors is furnished each school... 7th through 14th grades. As a potential drop-out is identified, a counselor contacts one of the men or women on the list and gives him or her some background on the student.... The businessman-advisor arranges to pick up the student at a designated time and place, as for lunch, with parental permission obtained in advance."

THE FOLLOW-UP:

Students get "a dollars and cents" look at why they should continue their education. If student seems interested, an invitation follows to the businessman's firm on an afternoon or Saturday. "From here, it's played by ear."

Case histories show "lives...changed by these simple contacts--from having someone take an interest in a student...at a critical time."

Information Source:
Les Dabritz, Assistant Manager
Greater Modesto Chamber of Commerce
P. O. Box 844
Modesto, California
Area Code 209
523-9121

FOR FURTHER DETAIL ... TURN THE PAGE

Greater Modesto Chamber of Commerce
POST OFFICE BOX 844
TELEPHONE LAMBERT 3-9121
MODESTO, CALIFORNIA

SUGGESTED PROCEDURES FOR REFERRING A POTENTIAL DROP-OUT TO A BUSINESSMAN ADVISOR

1. A list of Businessman Advisors has been furnished to each of seven schools--Modesto Junior College, Modesto High School, Downey High School, Davis High School, Roosevelt, La Loma, and Mark Twain 7-8 grade schools.

2. As a potential drop-out is identified during the school year, a counselor will contact one of the men or women on the list. The counselor will give the Businessman Advisor the following information:

   Name of student
   Current problems (if any)
   Attitude toward school
   Significant home information (particularly if no father or mother in home)
   Potential of student (students of extremely limited ability will not be referred)

3. The Businessman Advisor will arrange to pick up the student at school on a particular day. It is suggested that the student might be taken to lunch. The student will be excused from school during this time and the counselor will have received permission from the parent for the student to participate in this program.

4. The Businessman Advisor during his initial contact with the student should:

   a. Get acquainted and try to make the student feel comfortable and accepted. If this is all that is accomplished during the first meeting, it may have more lasting value than any other discussion or information given to the student.

   b. Try to draw the student into conversation, but if the student has difficulty expressing himself, do not get discouraged.

   c. If the opportunity presents itself, try to indicate that someone besides parents and teachers feel that education is important. How do teachers look upon the value of education and training? What do they look for when employing people? How does the entire business community profit from people with more education? Here may be a chance to use some facts and figures about the dollars and cents value of a high school education or advanced training.

5. If the student seems interested and you have the time and opportunity, you may wish to invite him to visit your place of business some afternoon or on a Saturday to talk further with you or someone else in your organization. From here on it should be "played by ear." It is known from numerous examples that lives have been changed from these simple contacts--from having had someone take an interest in a student at a critical time in his life.

6. Please make an observation of your own reactions to the interview. The education committee of the Chamber of Commerce will ask at a later date for your comments. They would like suggestions on ways the school program could be improved. Any suggestions you pick up in these interviews should be passed on to this committee.

Example No. **20**

Community:
ANDERSON, SOUTH CAROLINA

Population - 41,316

THE PROBLEM:

In local opinion, "no problem in recent times poses a more serious threat to our social-economic future than...the school drop-out."

Question: In a closely-knit regional area, how to center attention on the drop-out situation and what it signifies.

THE SOLUTION:

The Chamber of Commerce set about sponsoring a Tri-County Conference on School Drop-outs..."first of its type in the state."

Local feeling was that "some worthwhile solution to this perplexing problem will come out of this conference."

Conference Goals: To (1) assess the current drop-out situation; (2) authoritatively summarize conditions underlying the drop-out problem; and (3) have area leaders discuss specifically "what we can do."

THE FOLLOW-UP:

Local and state leaders--including the Governor of the State--participated in the one-day Conference.

An accompanying 28-page brochure highlights and summarizes the dimensions of the local and state school drop-out situation.

As one direct result, further discussions are going forward in individual localities.

In Anderson, new suggestions and possible solutions are presented in a 15-page brochure "My Help Cometh."

Information Source:
Z. W. Meeks, Manager
Anderson Chamber of Commerce
P. O. Box 1568, Station A
Anderson, South Carolina
Area Code 803
CA 6-3454

FOR FURTHER DETAIL ... TURN THE PAGE

Anderson Chamber of Commerce

"The Electric City"

ANDERSON, SOUTH CAROLINA

Dear Friends:

We extend to you a hearty welcome to Anderson and to the Chamber of Commerce's program on the SCHOOL DROP-OUT situation.

In our opinion, no problem in recent times poses a more serious threat to our social-economic future than this problem we will be discussing here today.

The Chamber of Commerce through its active Education Committee is pleased to sponsor such a program and invite you to participate in it. Our Education Committee has had splendid cooperation from Chambers of Commerce, Development Boards, Education and Civic groups in Anderson, Oconee and Pickens Counties. We sincerely feel that some worthwhile solution to this perplexing problem will come out of this conference and the material which is developed here for subsequent distribution.

Members of this Committee have worked long and hard to bring all the details of this conference together. I would like to express to each individual who has had part in this effort the heartfelt thanks of the membership of this organization, and to say a sincere word of thanks to all those in the three-county area who have given encouragement, their time and effort that this may be something worthwhile.

Again a sincere welcome to Anderson with our best wishes that this will be a fruitful day for each one in attendance here.

Sincerely yours,

John A. Holman

John A. Holman
President

TRI-COUNTY CONFERENCE on SCHOOL DROPOUTS for Anderson, Oconee and Pickens Counties

PROGRAM

8:30 A.M. * REGISTRATION - COFFEE

9:00 A.M. * WELCOME AND INTRODUCTION OF GUESTS
Mr. John Holman, President of Anderson Chamber of Commerce

9:05 A.M. * INTRODUCTION AND STATEMENT OF PURPOSE
Dr. Henry Cone, Superintendent of Schools, School District No. 5, Anderson County

9:15 A.M. * CURRENT SITUATION ON SCHOOL DROP-OUTS
Dr. William B. Royster, Coordinator of Guidance and Testing, State Department of Education, Columbia, S. C.

9:45 A.M. * AUTHORITATIVE SUMMARY
OF CONDITIONS UNDERLYING DROP-OUT PROBLEM
Dr. Martin Garrison, Head, Educational Administration, George Peabody College, Nashville, Tennessee

10:30 A.M. * DISCUSSION GROUPS IN AREA OF INTEREST
"WHAT CAN WE DO ABOUT THE DROP-OUT PROBLEM?"

12:00 Noon * LUNCHEON

GROUP DISCUSSION HIGHLIGHTS

Dr. J. C. Holler, Director, Division of Instruction, State Department of Education, Columbia, S. C.

ADDRESS: HON. DONALD S. RUSSELL
Governor, State of South Carolina

2:00 P.M. * ADJOURNMENT

- -

This one day conference on School Drop-Outs is sponsored by the Education Committee of the Anderson Chamber of Commerce.

Conference Chairman: Larry Harrington, Owens-Corning Fiberglas, Anderson
Conference Consultants: Harry Findley, South Carolina National Bank, Anderson
Dr. Henry Cone, Supt. of Schools, District No. 5
Working Committee: Percy Osteen, Registrar
John McCallum, Publicity
John Clark, Publicity
Hiram Sandlin, Arrangements
Bob Boyce, Pamphlets & Brochures

- -

The following organizations and public schools are serving as co-sponsors:

American Association of University Women - Anderson, Greenwood, Clemson, Due West, and Greenville Branches; Anderson County Public Schools; Clemson Chamber of Commerce, District Eleven, S. C. Congress of Parents and Teachers; Oconee County Planning and Development Board; Oconee County Public Schools; Pickens County Public Schools; Seneca Chamber of Commerce.

8

DISCUSSION GROUPS AND LEADERS

Group	Chairman	Consultant
Agriculture	Mr. T. Ed Garrison, Jr., Farmer & Representative to State Legislature from Anderson County	Mr. W. C. Bowen, Clemson College
Am. Assn. of Univ. Women	Mrs. John T. Bregger, Hghr. Ed. Chairman, Clemson Branch, AAUW	Dr. M. T. Anderson, Supt. Greenville Co. Sch. Dist.
Business	Mr. T. W. "Thad" Herbert, Pres. Carolina National Bank, Easley	Mr. J. K. East, State Dept. of Education
Child Welfare and Health	Miss Frances Holleman, Principal Centerville School, Anderson	Mr. Wm. T. Lander, Jr. Dir., S. C. Opt. School
Religious Leaders	Rev. Lee Prince, Pastor, Trinity Baptist Church, Seneca	Dr. J. G. McCracken, Supt. City Schools, Spartanburg
Civic Clubs	Mr. R. H. Garrison, Pres., And. Lions Club and Head, Seed Certification, Clemson College	Mr. Albert H. Dorsey, State Dept. of Education
School Administrators	Mr. Joe C. Durham, Area Supt., Daniel Area, Clemson	Mr. E. M. Morrow, State Dept. of Education
Teachers and Guidance	Mr. Parker Hall, Guidance Counselor, Lakeside Jr. High	Mr. Judson Brooks, State Dept. of Education
Students	Harry Findley, Jr., Pres., Student Council, Hanna High	Miss Ellen Lyles, State Dept. of Education
Government Officials	Mr. Harold Breazeale, Rep. to State Legis., Pickens Co., & Chairman of Committee on Education & Public Works	Dr. Nicholas P. Mitchell, Univ. of South Carolina
Industry - Top Management	Mr. Ralph Ytterberg, V. P., Diehl Mfg. Co., Pickens	Mr. L. R. Booker, State Dept. of Ed. & Clemson
Industry - Oper. Per. & Personnel Directors	Mr. Wm. J. Rutledge, Per. Dir., Owens-Corning, Anderson	Mrs. Lutitia Anderson, State Dept. of Education
Medical Profession	Dr. J. R. Beard, Dentist Anderson	Dr. Martin Garrison, Peabody College
News Media	Mr. Joe Sherman, Head, News Bureau, Clemson College	Dr. W. B. Royster, State Dept. of Education
Parent-Teacher Organizations	Mr. Bonner Manly, Manager, Abbeville Mills	Mr. T. C. Bruce, State Dept. of Education

Example No. **21**

Community:
BATON ROUGE, LOUISIANA

Population - 152,419

THE PROBLEM:

Students who drop out of school become not only individual but community problems.

Major Point: How best to make local citizens aware of the effects--on them--of the drop-out...and how his numbers can be lessened.

THE SOLUTION:

The Chamber of Commerce cooperated in producing a public service telecast..."to explore the many facets of the drop-out issue."

The televised panel discussion features a diversity of talented specialists--in education, training and the law--all well-versed in the issue at both the state and local levels.

THE FOLLOW-UP:

Responses to the televised discussion are excellent.

Transferred to a 16-mm sound film, the televised discussion continues to circulate freely to groups for use at meetings throughout the area.

Information Source:
Grover Wilson, Research Director
Baton Rouge Chamber of Commerce
564 Laurel Street (P. O. Box 1868)
Baton Rouge, Louisiana
Area Code 504
DI 3-5761

FOR FURTHER DETAIL ... TURN THE PAGE

BATON ROUGE
CHAMBER OF COMMERCE
Dickens 3-5761 • 564 LAUREL ST., BATON ROUGE, LOUISIANA • P. O. BOX 1868

Chamber of Commerce
of the United States
1615 H Street, N. W.
Washington, D. C. 20006

Gentlemen:

Possibly one of our most productive Education Committee projects this year concerning youth training and manpower development has been an attack on the problem of school dropouts. This took the form of studies and analysis of materials available on the subject as well as having many local educators discuss various aspects of the dropout with our committee.

It was early recognized that one of the prime difficulties was the lack of public understanding of the problem. With this thought in mind the committee approached a group of local businessmen with the idea of producing a public service telecast which would explore the many facets of the dropout through means of a panel discussion.

The panel was composed of a Louisiana State University Business Administration professor (who also served as moderator for the group), the director of our local Vocational-Technical Trade School, a Family Court Judge, a representative from the School Attendance Division of the Louisiana State Department of Education, the director of the Louisiana State Department of Adult Education and the manager of our local Employment Security office. This diversity of talents allowed an exploration in depth of the problem by all agencies concerned with the dropout and also enabled us to focus on the problem both locally and state-wide.

Cooperation from our television station was excellent. The program was taped and released as a public service. Subsequently the tape was made into a 16mm sound film -- paid for by one of our leading businessmen -- and is currently being shown to clubs and organizations throughout the Baton Rouge area.

Should you desire, we would be happy to make a copy available for your review.

Cordially,

Grover Wilson
Research Director

SCHOOL DROP-OUTS

Example No. **22**

Community:
COLUMBIA, SOUTH CAROLINA

Population - 97,433

THE PROBLEM:

Graphically, how to portray to students some of the hazards --to their futures--that may result from neglecting educational opportunities now.

THE SOLUTION:

The Chamber of Commerce Education Committee produced and distributed to each local student a copy of a Stay-In-School brochure.

- Some sample comment from the illustrated text:

> "Chub and Flub are twins.
>
> "Chub has a high school diploma, can expect to earn $260,000; if he finishes college, $435,000.
>
> "Flub quit school--in the 8th grade...can expect to earn only $181,000.
>
> "Moral:
>
> Don't get stuck...in a low-paying job.
> HIT THE BOOKS!"

THE FOLLOW-UP:

Improved attention is being paid to 100 Chamber volunteers who are serving as counselors to potential and actual school drop-outs.

Information Source:
Carroll D. Gray, Manager
Governmental Affairs Department
Greater Columbia Chamber of Commerce
P. O. Box 1405
Columbia, S. C. Area Code 803
AL 2-3711

FOR FURTHER DETAIL ... TURN THE PAGE

LAWYER ?

Greater Columbia Chamber of Commerce
P. O. Box 1405-Phone AL 2-3711
Columbia, South Carolina 29202

Chamber of Commerce of the U. S.
1615 H Street, N. W.
Washington 6, D. C.

Gentlemen:

Our Education Committee has been working with much interest on the drop-out problem. To combat local drop-outs the committee has devised a four-point program:

1. Chapel programs featuring businessmen in all local high schools (11) emphasizing the necessity of a high school education.
2. One hundred volunteers from the Chamber membership are currently serving as counselors to potential and actual drop-outs and work in co-operation with the guidance counselors in each school.
3. The committee is also working with the local television stations to sponsor a 30-minute feature tracing the lives of a drop-out and a graduate.
4. The committee created 250 "Stay-In-School" brochures (see enclosed) to be given to each student. Each page will be explained to the student as he receives the booklet.

Sincerely,

Carroll D. Gray

Carroll D. Gray, Manager
Governmental Affairs Department

PLAY IT COOL
STAY IN SCHOOL!

YOUTH/ADULT UNEMPLOYED

Example No. **23**

Community:
BATTLE CREEK, MICHIGAN
Population - 44,169

THE PROBLEM:

"The greatest educational and economic problem of our day," Chamber members agreed, "is preparing youth for employment -- finding and creating jobs for them."

Urgent need: To acquaint the general public with this problem.

THE SOLUTION:

The Chamber agreed to launch or cooperate in efforts to:

- Survey current area job seekers and job opportunities;
- Publish a 5-year look ahead at population growth, survey training facilities and programs in the county, and estimate present and future skill needs to fill known job requirements.
- Form an advisory committee on industrial and retail student training programs at a local community college; and
- Participate with citizens of four counties in a "Committee of 100" set up "to better vocational-education opportunities for high school students who will not attend college."

THE FOLLOW-UP:

The completed job survey shows scores of jobs go begging -- because workers do not have required skills to fill them.

Planning targets are announced -- with publication of the 5-year review.

A permanent business and industry committee works ahead with local college officials.

The "Committee of 100" is preparing 4-county recommendations regarding "the nation's generally recognized No. 1 educational and economic problems...involving school drop-outs and unemployment."

Information Source:
S. L. Betz, Executive Assistant
Battle Creek Area Chamber of Commerce
172 West Van Buren Street
Battle Creek, Michigan
Area Code 616
WO 2-4076

FOR FURTHER DETAIL ... TURN THE PAGE

CALHOUN COUNTY MANPOWER COMMITTEE

PLANS FOR THE FUTURE

As is true of most of the major labor markets of the United States, the economy of Calhoun County has been influenced not only by changes in the demand for goods and services but also by the continuing process of technological change, a process which has been accelerating in recent years. These influences are evidenced by the shifts in importance of both industries and occupations. A realization of the importance of these changes and of the necessity of determining how future labor requirements will be affected was the motivation for this area skill survey

This survey was jointly planned and undertaken by the Michigan Employment Security Commission, the Calhoun County Manpower Committee--an organization comprised of representatives from industry, labor, education, and various civic groups, and the Chambers of Commerce of Battle Creek, Albion, and Marshall. Employment and training data were supplied by sample firms in the County, labor organizations, and educational institutions for the five-year period ending in December 1965.

The survey should constitute a useful guide in the counseling of workers and in the planning of training programs. New firms which may consider Calhoun County as well as those already located here will find in this report answers to many of their questions on the adequacy of the labor supply.

RECOMMENDATIONS

The completion of the area skill survey in Calhoun County should not suggest that the work of the Calhoun County Manpower Committee has also been terminated. In reality, this Committee is entering the most important phase of its work. In order to translate survey data into recommendations, and recommendations into action, it has been proposed that the Committee be maintained on a permanent basis, since it has become well acquainted with the economic problems of the Calhoun County area. This Committee's function in the future will be to help to solve some of the existing problems which have been uncovered, by working with local groups and agencies in the fields of training, vocational counseling, and the creation of job opportunities. Although the 84 occupations studied in this survey were selected because they were considered the most important in this area, this does not preclude the likelihood that other occupations will also require special attention. Those occupations which present no problems today may do so in the future. Since the economy of any diversified labor market such as that of Calhoun County is continuously undergoing change, such changes should be studied as they occur. This survey is only the initial step in providing qualified workers for local industries. It must be implemented by a continuing program in which the County's training facilities are most efficiently utilized.

EMPLOYMENT OUTLOOK *by* INDUSTRIES

Employers participating in the survey were requested to estimate their employment needs for two future dates: December 1962 and 1965. On the basis of these estimates total manpower needs for the County were determined. One hundred and thirty-six of the 289 respondent firms stated that they would need more workers by 1965; employment decreases were indicated by 13 firms; the remaining 140 could foresee no change in their employment. Small firms, those with less than 25 employees, most often anticipated no change in their personnel requirements.

Total wage and salary employment is expected to show a gain of 10.8 percent during the five-year period ending December 1965, which is slightly higher than the 8 percent rise estimated for the entire labor force of the County. The three major industrial sectors are expected to increase at substantially identical rates, with manufacturing continuing to employ the largest number of workers. Within manufacturing, three-fourths of the employment expansion will occur in the durable goods sector, with the metal and non-electrical machinery industries contributing the largest numerical increase.

SURVEY FINDINGS

EMPLOYMENT OUTLOOK BY SELECTED OCCUPATIONS

The survey conducted in Calhoun County was limited to 84 occupations considered vital to the area's industrial composition. The criteria for selecting these occupations were that the occupation requires one year or more of specialized training and, in addition, that the occupation either be numerically significant, of increasing or decreasing importance, or an occupation in which employers were anticipating difficulty in recruiting enough fully qualified workers. The findings of the survey should prove helpful to individuals in planning careers, to employers in planning training programs, and to educators in tailoring curricula to meet the requirements of local employers.

As of December 1960, Calhoun County employers predicted that, by 1965, they would need almost 3,100 additional workers in these 84 selected occupations to meet both employment expansion and replacement needs. Fifty-two percent of the anticipated job openings reflect employment expansion plans of employers and the remaining forty-eight percent of the job openings result from the needs to replace workers who will leave their jobs by the end of 1965 because of death, retirement, or family obligations.

The supply of fully qualified workers will be inadequate by 1965 to match employer needs in the majority of the 84 selected occupations within the 7 major occupational groups surveyed. (Appendix Tables A-1 and A-2). The overall estimated supply of 900 experienced and newly trained workers in 59 of the occupations studied will provide only 36 percent of the 2,500 additional workers needed in these occupations. This means that slightly more than three in five, or 1,600 of the additional workers required to maintain the future size of the 59 occupations will have to be recruited from outside the area, or developed locally. Training facilities within the County are inadequate for meeting the needs in 21 of the 59 shortage occupations. These 21 occupations are contained in the Engineering-Scientific, and Public Service groups. Educational prerequisites for entry into many of these professional and technical occupations require more training than is generally available in the County's colleges. The 650 job openings involved will be filled primarily by persons trained outside Calhoun County. The reverse is true in regard to the balance of the 59 occupations contained in the remaining 5 occupational groups. Expanded employer or school training programs, plus upgrading would enable training for the 950 job openings of the 38 occupations within these 5 occupational groups to be accomplished within the County.

It is anticipated that a surplus of workers will exist in 16 of the 84 occupations covered in this survey. A balanced supply in relation to demand will occur in the remaining 9 occupations studied.

Pages 17-29 discuss in detail 35 of the 84 occupations in the 7 major groups. These 35 selected occupations are either numerically significant, or present special problems in their demand-supply relationships.

SELECTED BUSINESS OCCUPATIONS

A SUBSTANTIAL SHORTAGE OF CLERICAL WORKERS IS EXPECTED BY 1965

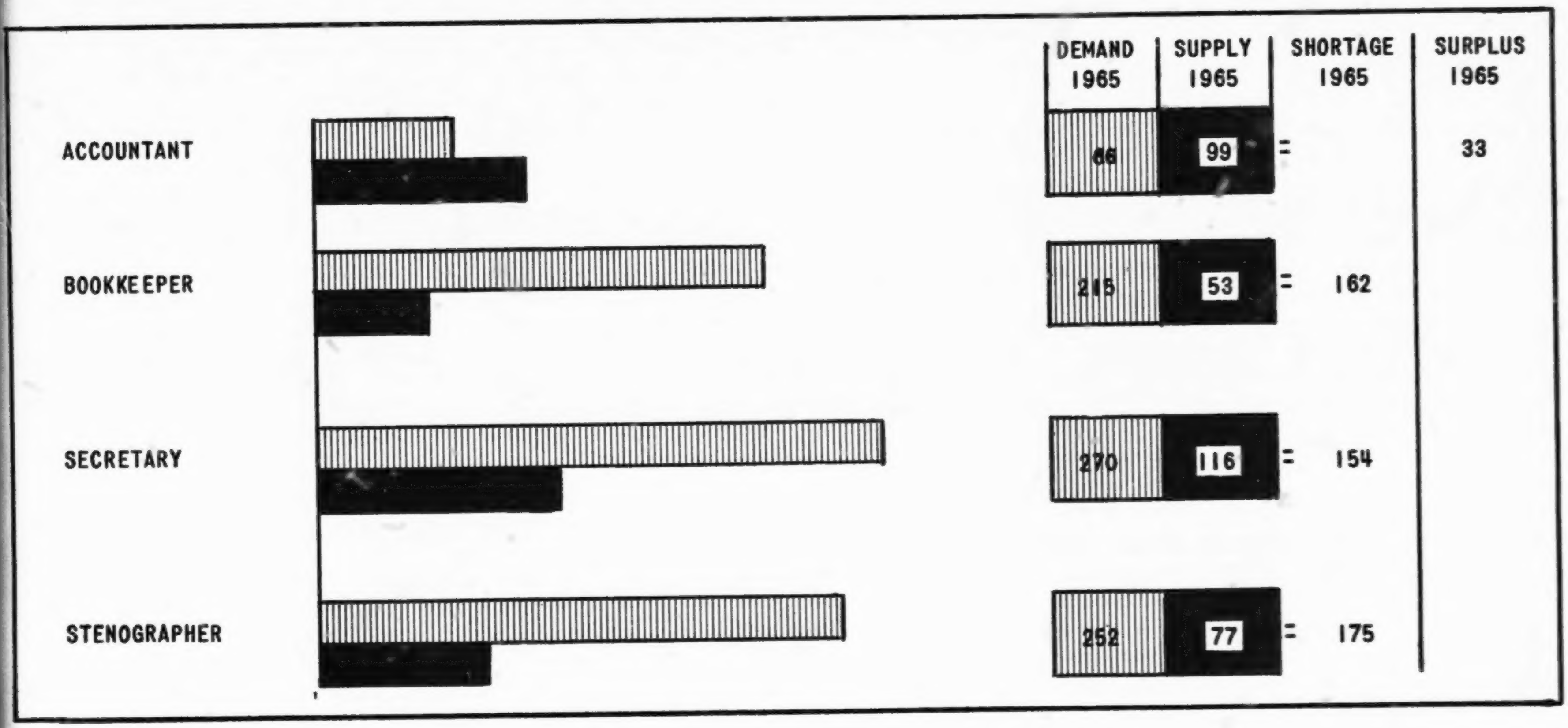
e occupations under the caption "Business" vary
character and work performed. Some of these
cupations are professional in nature and require
high degree of mental activity while others re-
esent tasks concerned primarily with clerical
nctions.

countant is the only major occupation in this
oup which is likely to have more than an adequate
pply. In fact, the training output from Kellogg
mmunity College, which will provide 80 percent
the college trained accountants in the next five
ars, should be more than sufficient to meet local
mands. However, many of the new entrants into the accounting field may choose to accept employment as bookkeepers, where a substantial shortage is forecast.

Shortages of bookkeepers, secretaries, and stenographers, as indicated in Chart 3, do not take into consideration the 800 high school students graduating from commerical courses during the next five years who will probably be seeking employment locally. Most likely, some of these graduates will meet employer hiring standards, in which event the currently indicated shortages should be considerably reduced.

CHART 3

EMPLOYMENT EXPANSION AND REPLACEMENT DEMAND
AND IDENTIFIABLE SUPPLY FOR SELECTED BUSINESS OCCUPATIONS
1960-1965



YOUTH/ADULT UNEMPLOYED

Example No. **24**

Community:
WOOD RIVER, ILLINOIS

Population - 11,694

THE PROBLEM:

What can a community do: "To develop a placement service to provide part-time jobs for high school youths...to encourage students to finish high school--and enter college?"

THE SOLUTION:

The Chamber of Commerce took action to:

- Plan and develop a Youth Placement Service. Student ideas are encouraged; a boy and a girl from each high school serve on the Placement Service Committee.

- Develop a Diversified Occupational Training Program. Students receive training in fundamentals--as in printing, auto mechanics, retail sales. Participating students work a prescribed number of hours daily, attending classes the balance of the school day.

- Cooperate in producing a 34-page booklet: "The Teenager Who Lost the Future"...in which business, industrial and other leaders comment on education and training for future job opportunities.

THE FOLLOW-UP:

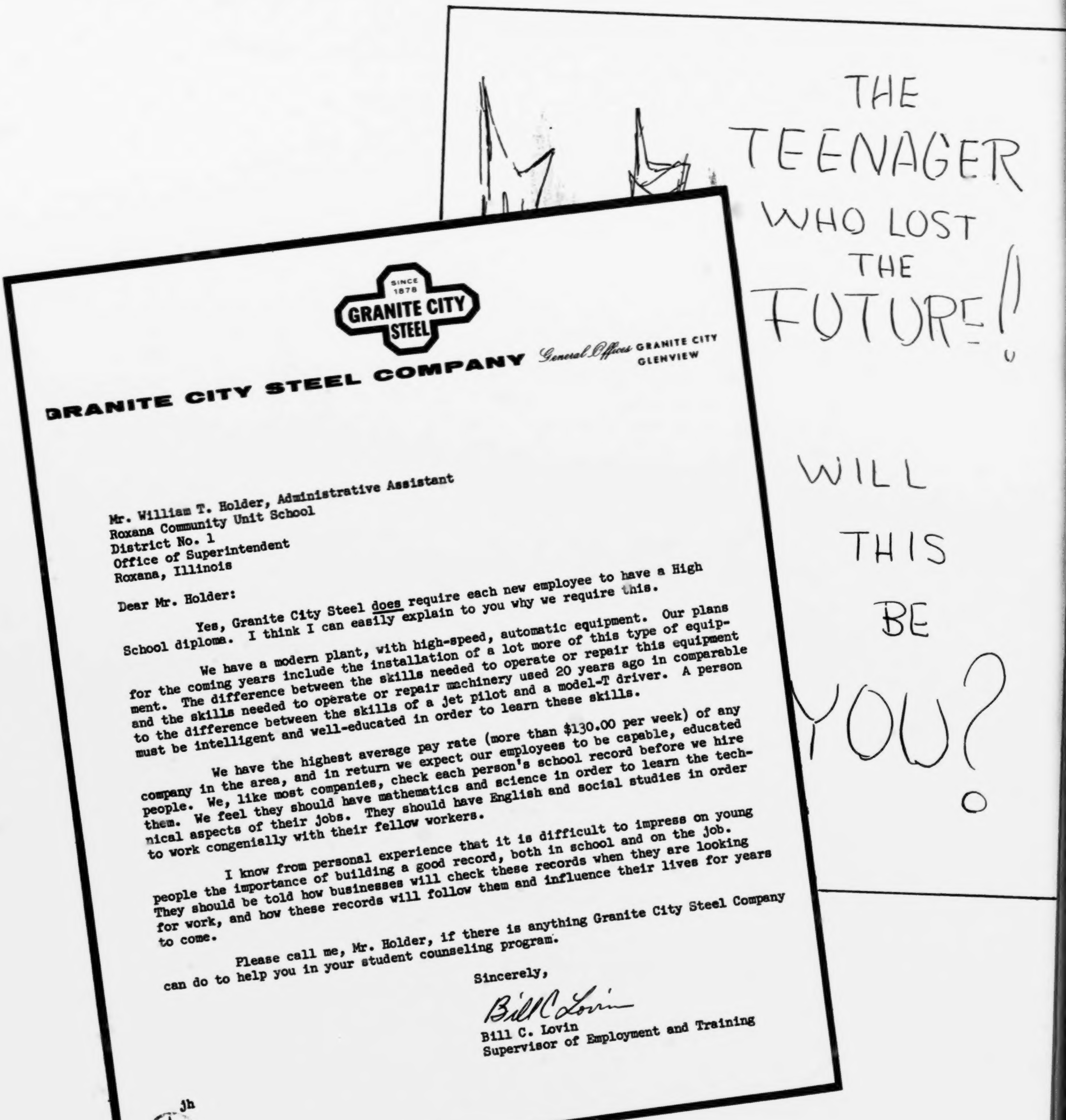
Within its first year the Youth Placement Service put 250 students in part-time jobs...nearly all students wishing part-time work now have job offers.

The Occupational Training Program "requires more time and effort...hope to have most problems solved by 1965."

Response to "The Teenager Who Lost the Future" suggests usefulness of a sequel publication.

Information Source:
Clarence M. Dunn, Manager
Wood River Township Chamber of Commerce
114 Whitelaw Avenue
Wood River, Illinois
Area Code 217
254-5133

FOR FURTHER DETAIL ... TURN THE PAGE


THE
TEENAGER
WHO LOST
THE
FUTURE!
WILL
THIS
BE
YOU?

SINCE 1878
GRANITE CITY STEEL
GRANITE CITY STEEL COMPANY
General Offices GRANITE CITY
GLENVIEW

Mr. William T. Holder, Administrative Assistant
Roxana Community Unit School
District No. 1
Office of Superintendent
Roxana, Illinois

Dear Mr. Holder:

Yes, Granite City Steel does require each new employee to have a High School diploma. I think I can easily explain to you why we require this.

We have a modern plant, with high-speed, automatic equipment. Our plans for the coming years include the installation of a lot more of this type of equipment. The difference between the skills needed to operate or repair this equipment and the skills needed to operate or repair machinery used 20 years ago in comparable to the difference between the skills of a jet pilot and a model-T driver. A person must be intelligent and well-educated in order to learn these skills.

We have the highest average pay rate (more than $130.00 per week) of any company in the area, and in return we expect our employees to be capable, educated people. We, like most companies, check each person's school record before we hire them. We feel they should have mathematics and science in order to learn the technical aspects of their jobs. They should have English and social studies in order to work congenially with their fellow workers.

I know from personal experience that it is difficult to impress on young people the importance of building a good record, both in school and on the job. They should be told how businesses will check these records when they are looking for work, and how these records will follow them and influence their lives for years to come.

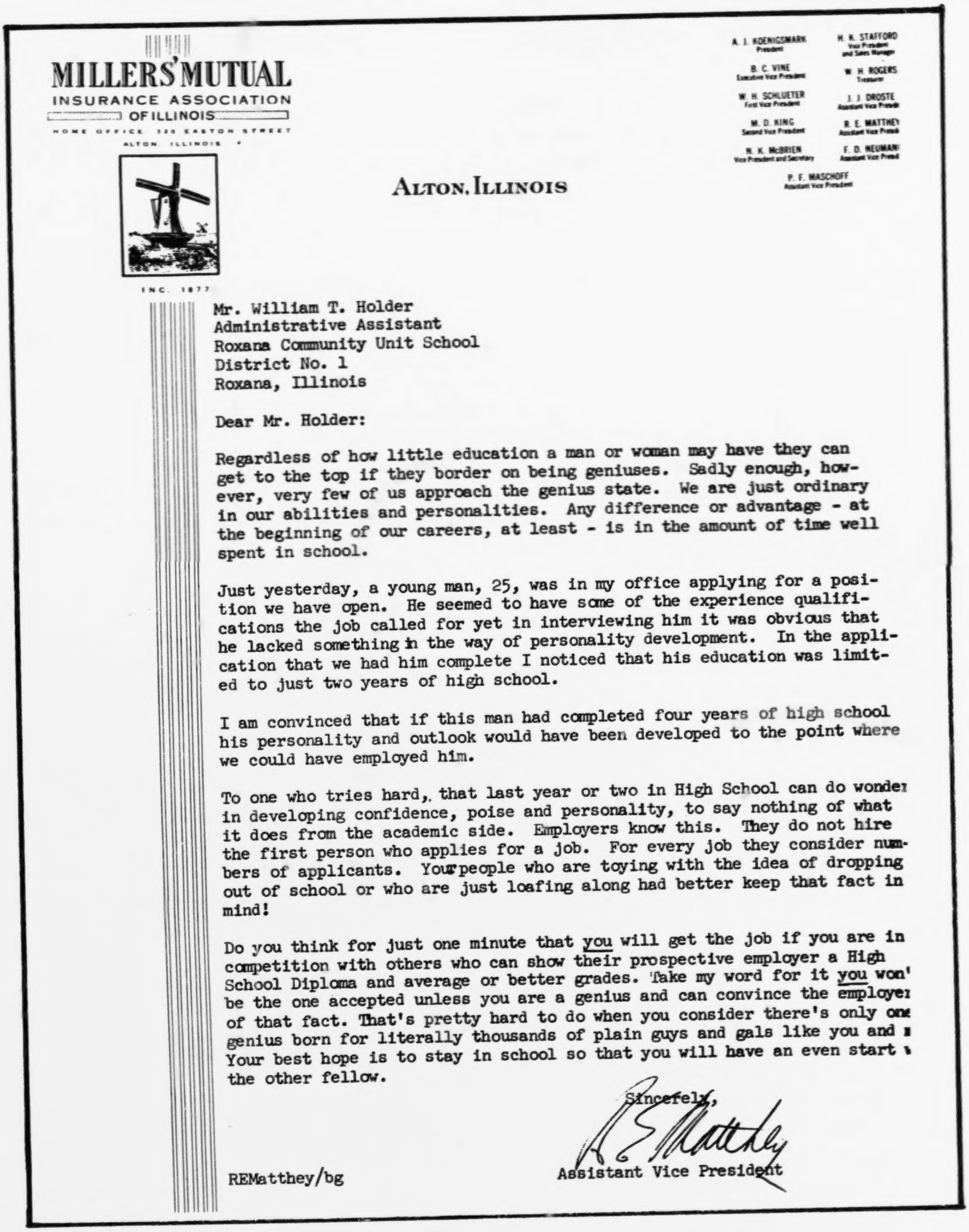
Please call me, Mr. Holder, if there is anything Granite City Steel Company can do to help you in your student counseling program.

Sincerely,

Bill C Lovin
Bill C. Lovin
Supervisor of Employment and Training

jh

Steel



MILLERS' MUTUAL
INSURANCE ASSOCIATION
OF ILLINOIS
HOME OFFICE 320 EASTON STREET
ALTON, ILLINOIS
INC. 1877

A. J. KOENIGSMARK
President
B. C. VINE
Executive Vice President
W. H. SCHLUETER
First Vice President
M. D. KING
Second Vice President
N. K. McBRIEN
Vice President and Secretary
H. K. STAFFORD
Vice President
and Sales Manager
W. H. ROGERS
Treasurer
J. J. DROSTE
Assistant Vice Preside
R. E. MATTHEY
Assistant Vice Presid
F. D. NEUMAN
Assistant Vice Presid
P. F. MASCHOFF
Assistant Vice President

ALTON, ILLINOIS

Mr. William T. Holder
Administrative Assistant
Roxana Community Unit School
District No. 1
Roxana, Illinois

Dear Mr. Holder:

Regardless of how little education a man or woman may have they can get to the top if they border on being geniuses. Sadly enough, however, very few of us approach the genius state. We are just ordinary in our abilities and personalities. Any difference or advantage - at the beginning of our careers, at least - is in the amount of time well spent in school.

Just yesterday, a young man, 25, was in my office applying for a position we have open. He seemed to have some of the experience qualifications the job called for yet in interviewing him it was obvious that he lacked something in the way of personality development. In the application that we had him complete I noticed that his education was limited to just two years of high school.

I am convinced that if this man had completed four years of high school his personality and outlook would have been developed to the point where we could have employed him.

To one who tries hard,. that last year or two in High School can do wonder in developing confidence, poise and personality, to say nothing of what it does from the academic side. Employers know this. They do not hire the first person who applies for a job. For every job they consider numbers of applicants. Yourpeople who are toying with the idea of dropping out of school or who are just loafing along had better keep that fact in mind!

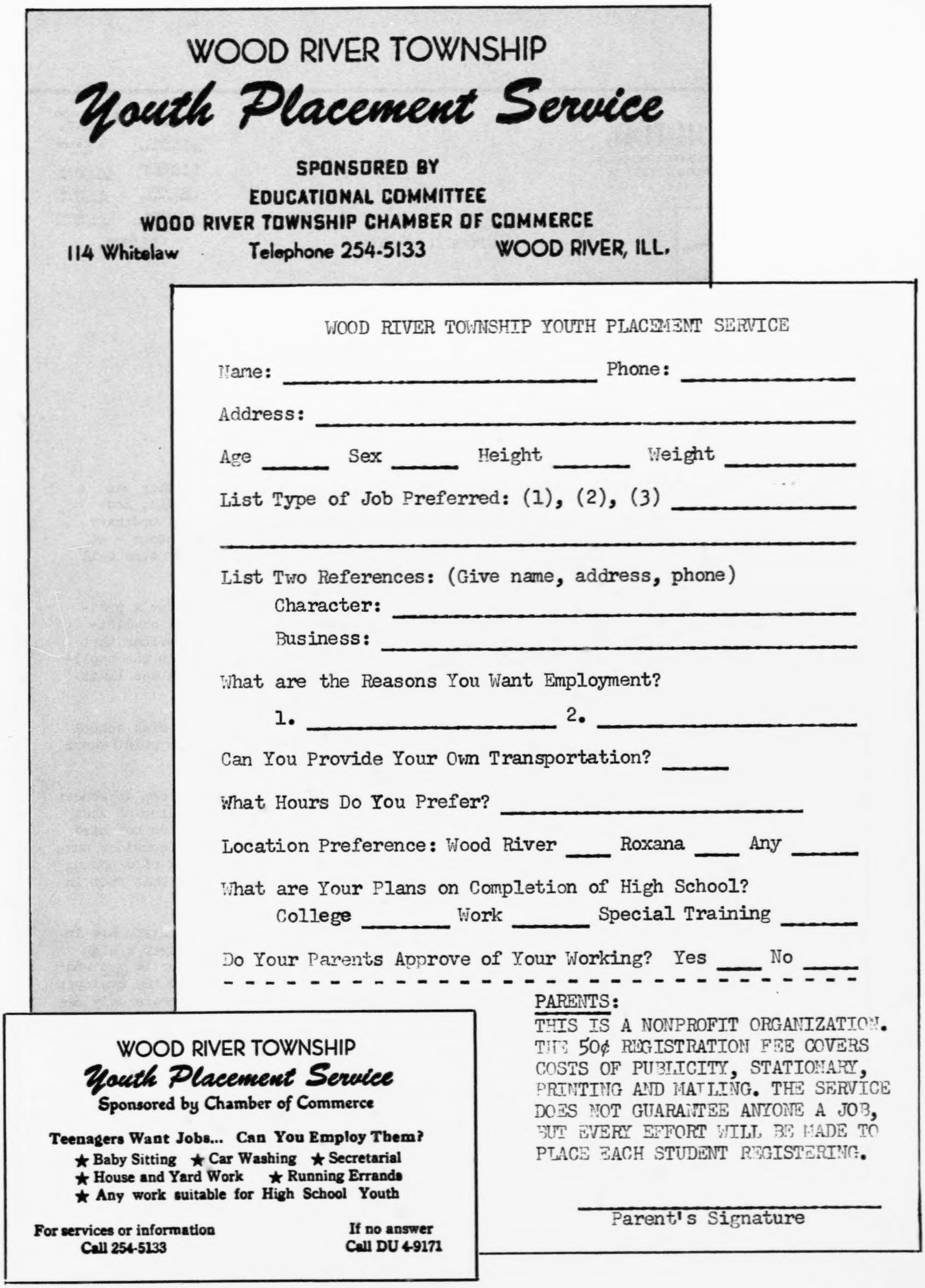
Do you think for just one minute that you will get the job if you are in competition with others who can show their prospective employer a High School Diploma and average or better grades. Take my word for it you won' be the one accepted unless you are a genius and can convince the employer of that fact. That's pretty hard to do when you consider there's only one genius born for literally thousands of plain guys and gals like you and I Your best hope is to stay in school so that you will have an even start w the other fellow.

Sincerely,

R E Matthey

REMatthey/bg

Assistant Vice President



WOOD RIVER TOWNSHIP

Youth Placement Service

SPONSORED BY
EDUCATIONAL COMMITTEE
WOOD RIVER TOWNSHIP CHAMBER OF COMMERCE
114 Whitelaw   Telephone 254-5133   WOOD RIVER, ILL.

WOOD RIVER TOWNSHIP YOUTH PLACEMENT SERVICE

Name: ______________________ Phone: ____________

Address: ______________________________________

Age _____ Sex _____ Height _____ Weight __________

List Type of Job Preferred: (1), (2), (3) __________

____

List Two References: (Give name, address, phone)
Character: ______________________________
Business: _______________________________

What are the Reasons You Want Employment?
1. ______________ 2. ______________

Can You Provide Your Own Transportation? _____

What Hours Do You Prefer? ______________________

Location Preference: Wood River ___ Roxana ___ Any _____

What are Your Plans on Completion of High School?
College _______ Work ______ Special Training ______

Do Your Parents Approve of Your Working? Yes ___ No ____

- -

PARENTS:
THIS IS A NONPROFIT ORGANIZATION. THE 50¢ REGISTRATION FEE COVERS COSTS OF PUBLICITY, STATIONARY, PRINTING AND MAILING. THE SERVICE DOES NOT GUARANTEE ANYONE A JOB, BUT EVERY EFFORT WILL BE MADE TO PLACE EACH STUDENT REGISTERING.

____
Parent's Signature

WOOD RIVER TOWNSHIP

Youth Placement Service

Sponsored by Chamber of Commerce

Teenagers Want Jobs... Can You Employ Them?
- ★ Baby Sitting ★ Car Washing ★ Secretarial
- ★ House and Yard Work ★ Running Errands
- ★ Any work suitable for High School Youth

For services or information
Call 254-5133

If no answer
Call DU 4-9171

YOUTH/ADULT UNEMPLOYED

Example No. **25**

Community:
COVINGTON, LOUISIANA
Population - 6,754

THE PROBLEM:

Immediate Need: To secure a cross-section sampling of local residents -- having office equipment or mechanical skills -- who are working or may be available for local employment.

THE SOLUTION:

The Chamber of Commerce quickly designed a survey form.

A decision was reached to complete the survey in a 48-hour period.

Advance notice of survey dates was given in news releases and through talks before local club audiences.

A study was made "of consumer traffic in city shopping areas...to ascertain the best locations to contact the largest number of individuals."

Four workers -- operating at six locations -- interviewed residents and completed forms during the survey hours.

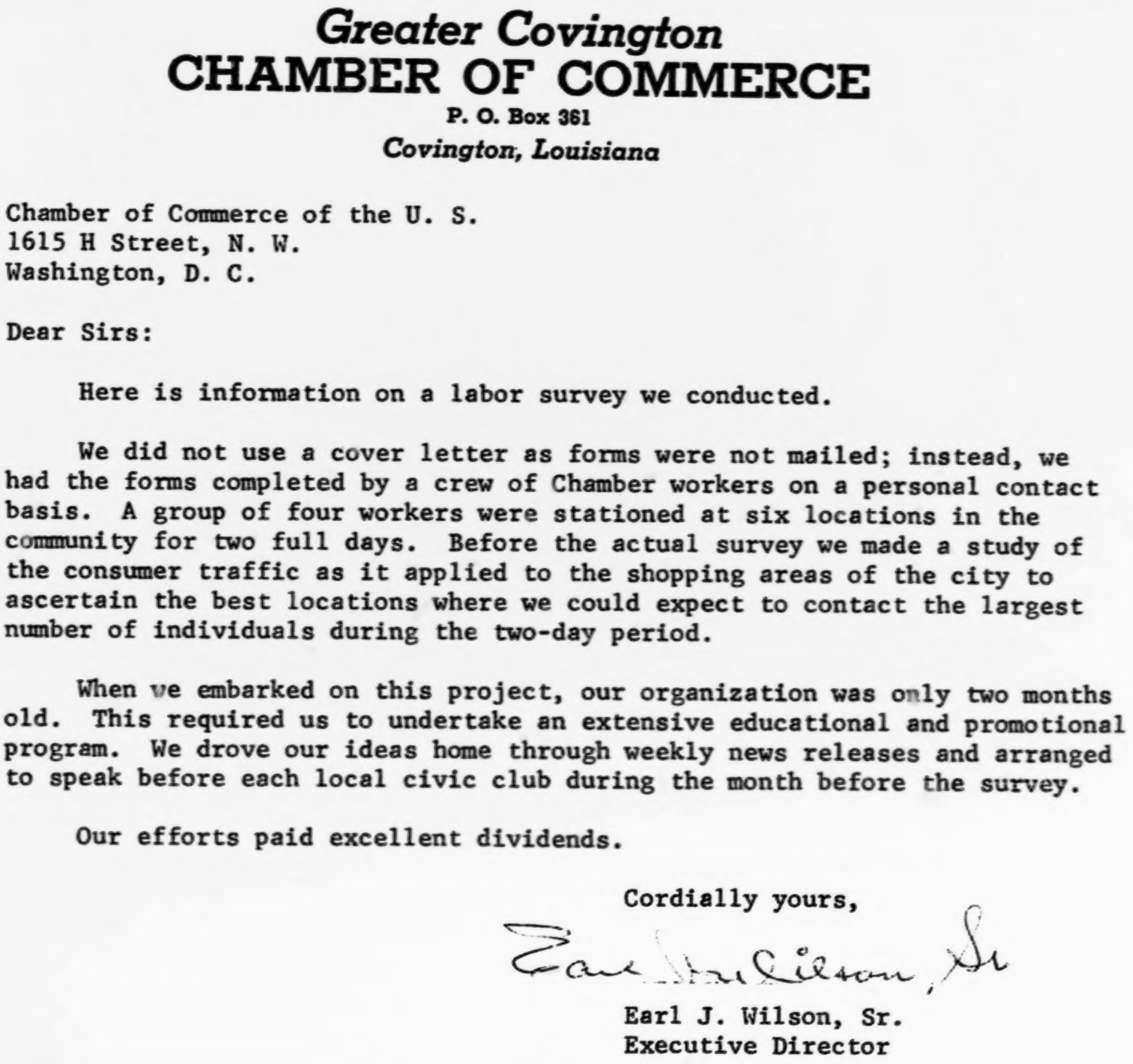
THE FOLLOW-UP:

"Our efforts paid excellent dividends."

The Chamber now has an active file of local residents with special skills and estimates of their availability for employment.

Information Source:
Earl J. Wilson, Sr.
Executive Director
Greater Covington Chamber of Commerce
P. O. Box 361
Covington, Louisiana
Area Code 504

FOR FURTHER DETAIL ... TURN THE PAGE



Greater Covington
CHAMBER OF COMMERCE
P. O. Box 361
Covington, Louisiana

Chamber of Commerce of the U. S.
1615 H Street, N. W.
Washington, D. C.

Dear Sirs:

Here is information on a labor survey we conducted.

We did not use a cover letter as forms were not mailed; instead, we had the forms completed by a crew of Chamber workers on a personal contact basis. A group of four workers were stationed at six locations in the community for two full days. Before the actual survey we made a study of the consumer traffic as it applied to the shopping areas of the city to ascertain the best locations where we could expect to contact the largest number of individuals during the two-day period.

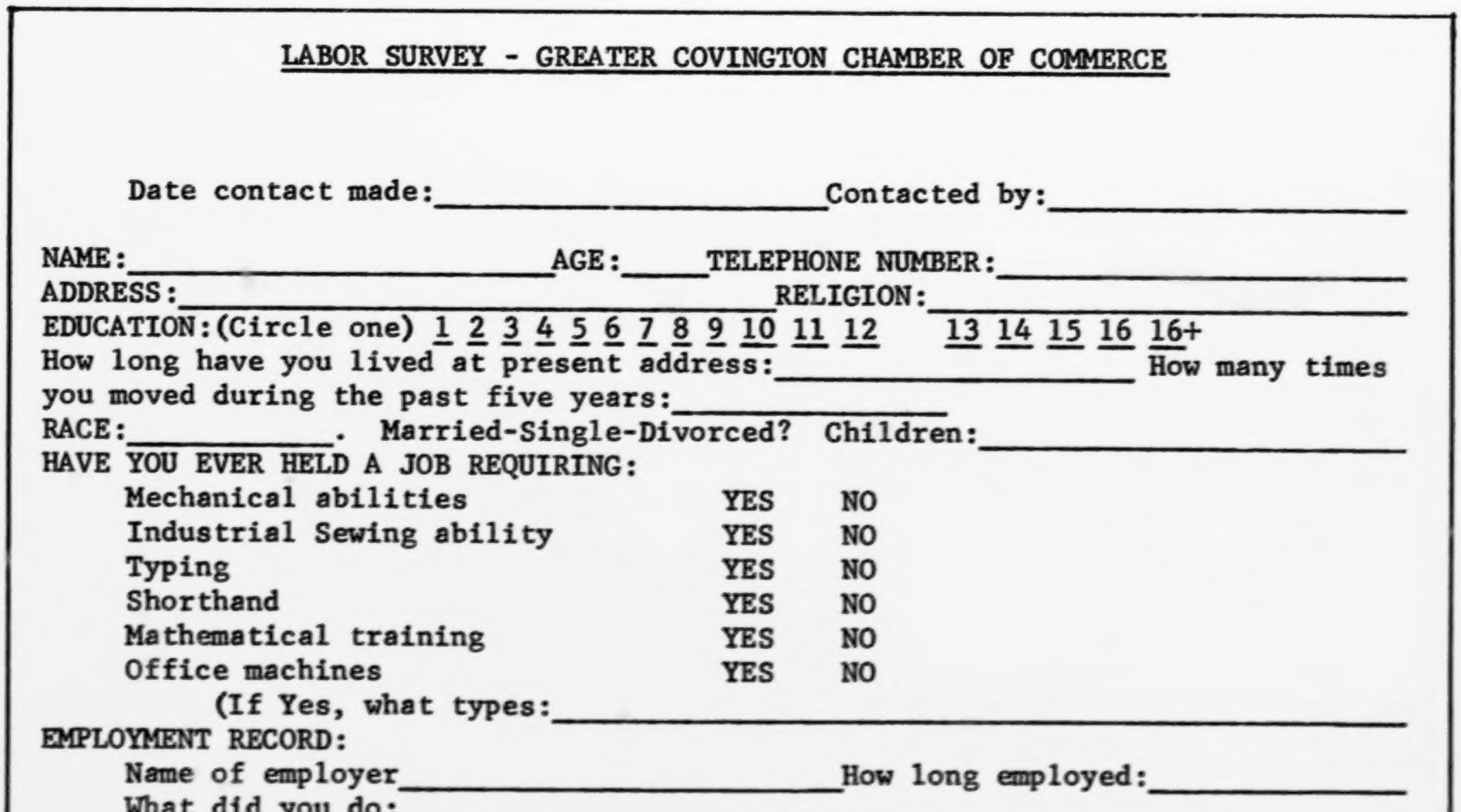
When we embarked on this project, our organization was only two months old. This required us to undertake an extensive educational and promotional program. We drove our ideas home through weekly news releases and arranged to speak before each local civic club during the month before the survey.

Our efforts paid excellent dividends.

Cordially yours,

Earl J. Wilson, Sr

Earl J. Wilson, Sr.
Executive Director



LABOR SURVEY - GREATER COVINGTON CHAMBER OF COMMERCE

Date contact made:______________________ Contacted by:____________________

NAME:_______________________ AGE:____ TELEPHONE NUMBER:______________________
ADDRESS:______________________________________ RELIGION:__________________________
EDUCATION:(Circle one) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+
How long have you lived at present address:____________________ How many times you moved during the past five years:______________
RACE:____________. Married-Single-Divorced? Children:______________________
HAVE YOU EVER HELD A JOB REQUIRING:

Mechanical abilities	YES	NO
Industrial Sewing ability	YES	NO
Typing	YES	NO
Shorthand	YES	NO
Mathematical training	YES	NO
Office machines	YES	NO

(If Yes, what types:____)
EMPLOYMENT RECORD:
Name of employer________________________ How long employed:______________
What did you do:____
Do you have any special talents:____

YOUTH/ADULT UNEMPLOYED

Example No. **26**

Community:
TORRINGTON, CONNECTICUT

Population - 30,045

THE PROBLEM:

Local adults--seeking work-- reported no local employment available.

Local merchants cited "their inability to employ qualified personnel, skilled in retailing procedures."

THE SOLUTION:

"To help eradicate this problem the Chamber of Commerce spearheaded action to train unemployed local adult workers for careers in retailing."

Eighty-hour four-week courses were set up. Instruction included: Arithmetic, English, salesmanship, courtesy, personal grooming and mechanics of retailing.

THE FOLLOW-UP:

As an initial group, nearly 60 trainees were chosen.

Success of the first retail retraining program led to another.

Invitations go out to retailing executives--to see and meet with course graduates at an informal evening event. Further interviews are encouraged with likely prospects.

Most trainee graduates are placed--in community jobs.

Local merchants find the program meets their basic needs.

Information Source:
Donald A. Stacy, General Manager
Torrington Chamber of Commerce
19 Mason Street
Torrington, Connecticut
Area Code 203
HU 2-6586

FOR FURTHER DETAIL....TURN THE PAGE

Torrington Chamber of Commerce

19 MASON STREET, TORRINGTON, CONNECTICUT
AREA CODE 203 - HUnter 2-6586

June 19, 1963

MR RETAILER, IT WILL BE TO YOUR OWN BEST INTEREST
TO ATTEND THE IMPORTANT FUNCTION DISCUSSED BELOW:

Torrington merchants have frequently bewailed their inability to employ qualified personnel, skilled in retailing procedures.

The Chamber of Commerce decided to do something to help eradicate this problem. Its Commercial Development Committee spearheaded efforts which led to having two retraining programs conducted in Torrington to train presently unemployed adult workers for careers in retailing.

Each course has been of eighty hours duration. Nearly sixty students were selected for enrollment, after they had first been carefully screened and tested for their suitability to enter the merchandising field. Students received training in such vital subjects as arithmetic, English, salesmanship, courtesy, personal grooming, and the mechanics of retailing.

The second of these two retraining courses is now nearing completion. The students from both courses are preparing to enter the local retail labor market. They will soon be ready to serve you.

A combined "graduation ceremony" will be conducted at 8:00 p.m., Friday, June 28, at Torrington's Oliver Wolcott Regional Vocational Technical School, 75 Oliver Street, for all of those who satisfactorily completed one of these four week courses. Your attendance is cordially and urgently solicited.

Not only will you enjoy a pleasant evening, but you will also be able to see and meet, under informal circumstances, the course graduates. If any appear to be likely prospects for helping you to meet your own immediate or short range staffing requirements, you will be able to introduce yourself and chat with them about such a possibility. If none of the graduates interest you, you would naturally be under no obligation.

I sincerely hope you will agree that your attendance at this function is needed, that it is to your own personal advantage to be present, and that we will have the pleasure of seeing you (or a representative from your firm) in the audience on the evening of June 28.

Sincerely yours,

EDWARD C. BUSH, Chairman
Commercial Development Committee

Example No. **27**

Community:
CANTON, NORTH CAROLINA
Population - 5,068

THE PROBLEM:

Assuming a new major industrial plant were to locate in the area, just how many residents--possessing what skills--would probably seek employment?

Major Point: How could the answer be obtained quickly?

THE SOLUTION:

Working cooperatively, four Chambers of Commerce took on the assignment...conducting a survey--over a two-week period.

Bread salesmen distributed handbills to cooperating grocery stores throughout the rural area.

Newspapers, radio and television stations urged residents to fill in survey forms...available at stores and printed in the newspapers.

THE FOLLOW-UP:

Over 2,200 local residents completed survey forms.

Quickly tabulated, the survey provides valuable help to potential employers interested in area workers, their education and skills.

Information Source:
James D. Williamson, Secretary
Canton-Bethel Chamber of Commerce
P. O. Box 1026
Canton, North Carolina
Area Code 704
MI 8-3524

FOR FURTHER DETAIL ... TURN THE PAGE

Would You Take A Job
If A New Industrial Plant Is Located In
HAYWOOD COUNTY
IF SO: PLEASE COMPLETE AND MAIL THIS FORM TODAY

For several months now, your local Chamber of Commerce and your Development Corporations have been actively searching for new industry to locate in Haywood County. The time has come that in order to be successful in securing new industry, accurate employment information must be obtained. This is the sole purpose for this survey. Your help is needed in gathering the required information. If you are a man or woman who would like a production job in a new plant in Haywood County, **PLEASE COMPLETE THIS FORM IMMEDIATELY. THIS INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL.**

Signature of person completing this form is absolutely necessary. Any form received without a signature will be discarded. No person should complete more than one form. When a new industry does locate in Haywood County, there is a possibility these forms will be used in the employment program.

FILL OUT — MAIL THIS FORM TODAY (SEE ADDRESSES BELOW)

Name ______________________________
Last Name First Name Middle Name

Mailing Address ______________ Telephone Number ______________

Town ______________ County ______________

In what section of Haywood County do you live?

☐ 1. Canton Area
☐ 2. Clyde Area
☐ 3. Bethel Area
☐ 4. Lake Junaluska Area
☐ 5. Waynesville Area
☐ 6. Hazelwood Area
☐ 7. Maggie Area
☐ 8. Balsam Area
☐ 9. Other Areas

My Age In Years Is Between

☐ 1. 18-24 Years
☐ 2. 25-35 Years
☐ 3. 36-44 Years
☐ 4. 45-60 Years

Schooling

☐ 1. Grammar Grades
☐ 2. Some High School
☐ 3. High School Graduate
☐ 4. College

Marital Status

☐ 1. Married
☐ 2. Single
☐ 3. Divorced
☐ 4. Other

Sex And Color

☐ 1. Male White
☐ 2. Female White
☐ 3. Male Nonwhite
☐ 4. Female Nonwhite

Work Status

☐ 1. Now Working (Full Time)
☐ 2. Never Held A Job
☐ 3. Now Working (Part Time)
☐ 4. Have Worked In Past But Not Working At Present

General Health

☐ 1. Good
☐ 2. Fair
☐ 3. Poor

If you are a married woman, would your husband permit you to work on a full time job? ______________

List Any Special Training School And Type of Training You Have ______________

____

Height: ______ Ft. ______ In. Weight: ______ Lbs. Complexion ______

Do You Have Any Physical Deformities or Handicaps? If so please List ______________

____

If You Are Now Working, Or Have Ever Worked, Please Check The Industry Below, And Give the Job Name(s).

INDUSTRY	NAME OF JOB	HOW LONG HELD
☐ 1. Metal or Machinery Products		
☐ 2. Hosiery		
☐ 3. Farm Work		
☐ 4. Garment, or apparel Manufacturing		
☐ 5. Lumber and Wood		
☐ 6. Textile		
☐ 7. Mining		
☐ 8. Construction		
☐ 9. Store Or Other Trade Firms		
☐ 10. Government		
☐ 11. Furniture, Woodworking		
☐ 12. Electrical or Electronics		
☐ 13. Other Type Firms		

If You Are Now Working, Either Part Time Or Full Time, Name Your Present Job ______________

____
Name of Firm

____
Address of Firm

Date ______________ Signature ______________

Deliver or Mail This Form Not Later Than Saturday, Aug. 3, 1963

To Any Of The Following Places . . . . .

CANTON-BETHEL CHAMBER OF COMMERCE, P. O. BOX 1026, CANTON, N. C.
WAYNESVILLE CHAMBER OF COMMERCE, P. O. BOX 858, WAYNESVILLE, N. C.
EMPLOYMENT SECURITY COMMISSION, 110 MONTGOMERY ST., WAYNESVILLE, N. C.
MAGGIE VALLEY CHAMBER OF COMMERCE, MAGGIE, N. C.
CLYDE CHAMBER OF COMMERCE, CLYDE, N. C.

YOUTH/ADULT UNEMPLOYED

Example No. **28**

Community:
COLORADO SPRINGS, COLORADO
Population - 70,194

THE PROBLEM:

Individuals seeking employment often are not aware of new industries and firms setting up operations in the community, or of business enterprises which are expanding operations locally.

Useful: Pertinent information advising local job seekers of new and expanding business developments in their home area or within commuting distance.

THE SOLUTION:

The Chamber of Commerce maintains and regularly updates a concise publication: "Developments of Industrial Importance."

Listed items include: Name, location, and contemplated action of each firm entering or expanding in the area· size of new or expanded building facilities; brief description of company products, if not obvious· other items that reflect on job opportunities.

THE FOLLOW-UP:

The publication is distributed without charge to all interested.

"A surprisingly large number of individuals," who come to the Chamber office to learn chances for employment "here in the City," find the publication a fruitful guide for job leads.

New and expanding firms find the individuals receiving the publication are often likely candidates for job openings.

Information Source:
William E. Carraway
Director of Industrial Development
The Colorado Springs Chamber of Commerce
112 East Pikes Peak Avenue
Colorado Springs, Colorado
Area Code 303
635-1551

FOR FURTHER DETAIL -- TURN THE PAGE

DEVELOPMENTS OF INDUSTRIAL IMPORTANCE IN THE PIKES PEAK REGION DURING 1963

October 1, 1963

September 3, 1963. The Air Force Academy Foundation announced plans for the establishment of an Aerospace Education Center at the Air Force Academy. Facilities required would cost between $1,500,000 and $2,600,000.

August 1, 1963. Hewlett-Packard Company of Palo Alto, California, began construction of a $1,798,000, 137,500 sq. ft. plant in Pikes Peak Industrial Park to house the Company's Oscilloscope Division. Mr. Packard, President of the Company, said the decision to build a large permanent plant in Colorado Springs resulted from "the outstanding success of our initial operations in this area," both in Loveland, Colorado, and in Colorado Springs.

Mr. Packard said he was "tremendously impressed" with the enthusiasm of the citizens of Colorado Springs and the fine reception they had accorded the Company. He added, "We've also been impressed by the high productivity of our present Colorado Springs plant and by the fact that this City is one of the nation's most attractive residential communities."

July 29, 1963. Colorado Interstate Gas Company began construction of new pipelines costing $14,000,000 which will bring increased supplies of natural gas to Colorado Springs by November 15, 1963.

July 29, 1963. Industrial Builders of Hastings, Minnesota, began construction of a 25,250 sq. ft. building in Pikes Peak Industrial Park for use by Red Wing Wood Products Company, manufacturers of kitchen cabinets.

July 10, 1963. Frontier Airlines began service to Colorado Springs as a stop on Denver-El Paso and Denver-Phoenix routes.

July 7, 1963. Timken Roller Bearing Company formed a new Rock Bit Division to be located at the Company's Colorado Springs plant.

July 7, 1963. Walter Drake & Sons, a local mail order firm, began construction of a new 30,000 sq. ft. building on an 11-acre site on U.S. Highway #24 between Colorado Springs and Peterson Field.

July 1, 1963. Riss & Company, a trucking firm that operates in 22 states, moved its headquarters from Kansas City to Colorado Springs.

State Legislature. During its 1963 session the State Legislature reduced personal income taxes by 15% for 1963, made comparable reductions for following years, formed a new Department of Commerce and Industry, tightened up legislation concerning Unemployment Compensation, and initiated a study of the so-called "free port" law.

January 4, 1963. The Mountain States Telephone & Telegraph Company and the American Telephone & Telegraph Company were awarded a joint contract for military communications that will cause a substantial expansion in their local employment.

Source: Various publicity releases and newspaper articles.

EMPLOYED WORKERS

Example No. **29**

Community:
LEXINGTON, NORTH CAROLINA

Population - 16,093

THE PROBLEM:

"Effective effort on the part of many North Carolina citizens" favors creation of a "state-wide system of Industrial Education Centers to educate youth and adults in technical skills and knowledge."

Local Concern: How to convince area and other State citizens that one of the projected Centers should be located in the Lexington-Thomasville (Davidson County) area?

Companion Aim: Using the Center facility for a base, how to build area support for a local Community College?

THE SOLUTION:

Lexington's Chamber President orginated and directed action to have Davidson County chosen as a Center site by:

- Developing a successful financial plan whereby area industrialists contributed $150,000 and the County $300,000 for establishment of the Center locally; and
- Leading local efforts to secure a 22-acre site midway between Lexington and Thomasville.

THE FOLLOW-UP:

With financing and site assured, Davidson County Industrial Education Center is now a reality.

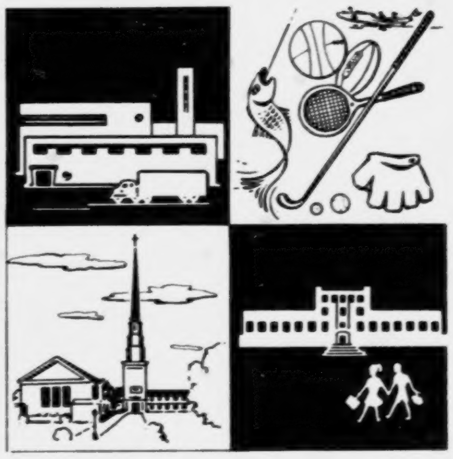
Intent on bringing a Community College to their area, Lexington and Thomasville Chambers are undertaking necessary surveys and procedures to secure approval. Having won establishment of the Center locally, they are being advised that:

"Davidson County is well on its way...it has a running start toward a Community College."

Information Source:
Rhodes R. Batson, Manager
Lexington Chamber of Commerce
22 West Center Street
Lexington, N. C.
Area Code 704
246-5929

FOR FURTHER DETAIL...TURN THE PAGE

LEXINGTON
CHAMBER OF
COMMERCE
22 WEST CENTER STREET ● AREA CODE 704, 246-5929 ● **LEXINGTON, NORTH CAROLINA**



CITY FOUR DIMENSIONAL . . . A Good Place to Live and Work!

Acclaimed by Local Editor

CHAMBER PRESIDENT'S KEY ROLE

Without the untiring efforts and quiet determination of Felix Gee it is almost certain that Davidson County would not be getting an Industrial Training Center at this time, and it is quite doubtful if such a facility would have been obtained here at any time in the foreseeable future.

Industrial training centers in North Carolina were made possible through an act of the State Legislature in 1957 and Davidson County was marked as a site for one of the centers. The state was offering us an excellent proposition—all we had to do was provide the building and they'd provide equipment, instructors, etc.

A couple of lukewarm efforts were made to take advantage of this opportunity, but the large amount needed for purchase of a site and construction of a building scared everybody off.

Felix Gee became president of the Lexington Chamber of Commerce in 1960. He saw the need for industrial training facilities here, and he also saw that other communities (including Rowan County) were eager to be designated as the site for the center earmarked for Davidson County, should we fail to get going on the project.

It would be difficult to chronicle the meetings he had, day and night, with Chamber officials, fellow industrialists, school authorities and the Board of County Commissioners. He developed the eventually successful plan for industrialists to contribute $150,000 ($75,000 from Lexington, $75,000 from Thomasville) and for the county to put up the other $300,000 needed for a total investment of $45,000. Many groups and individuals had to be sold on this proposal, but sell it he did.

Finally, after purchase of a site, the time came for letting of the contracts to build the center. The law requires that all necessary funds be on hand (not just pledged) before such contracts can be let. Lexington was $3,000 short of its $75,000 share. A personal note quickly made the full amount available, and the contracts were let.

Signed to the note was the name of Felix Gee.

"A man to whom the progressive citizens of Davidson County are most grateful."

Example No. **30**

Community:
WATERBURY, CONNECTICUT
Population - 107,130

THE PROBLEM:

Working members of the community tend to overlook existing training programs that would improve their skills and fit them for better paying employment.

Students--who question their need or ability to profit from further education--need encouragement.

Basic Question: How to aid these residents of the community?

THE SOLUTION:

Prepared by the Chamber of Commerce, two handy-sized pamphlets circulate widely.

- An attention-getting placard holds copies of a pamphlet entitled "So You Want a Better Job". Local skill-increasing opportunities are specifically detailed. Placard and pamphlet are designed for plant bulletin-board use, but copies circulate also to schools, clubs, churches, etc.
- The second pamphlet--"Reasons Why You Must Stay in School"--goes to students and their parents. Attention is called to a local Opportunity Program of instruction--designed specifically for students 14 years or over with elementary grade level achievement.

THE FOLLOW-UP:

Incentives are increased--(1) to keep employed workers aware of new skill opportunities and improved job futures; and (2) to keep potential school drop-outs at their studies.

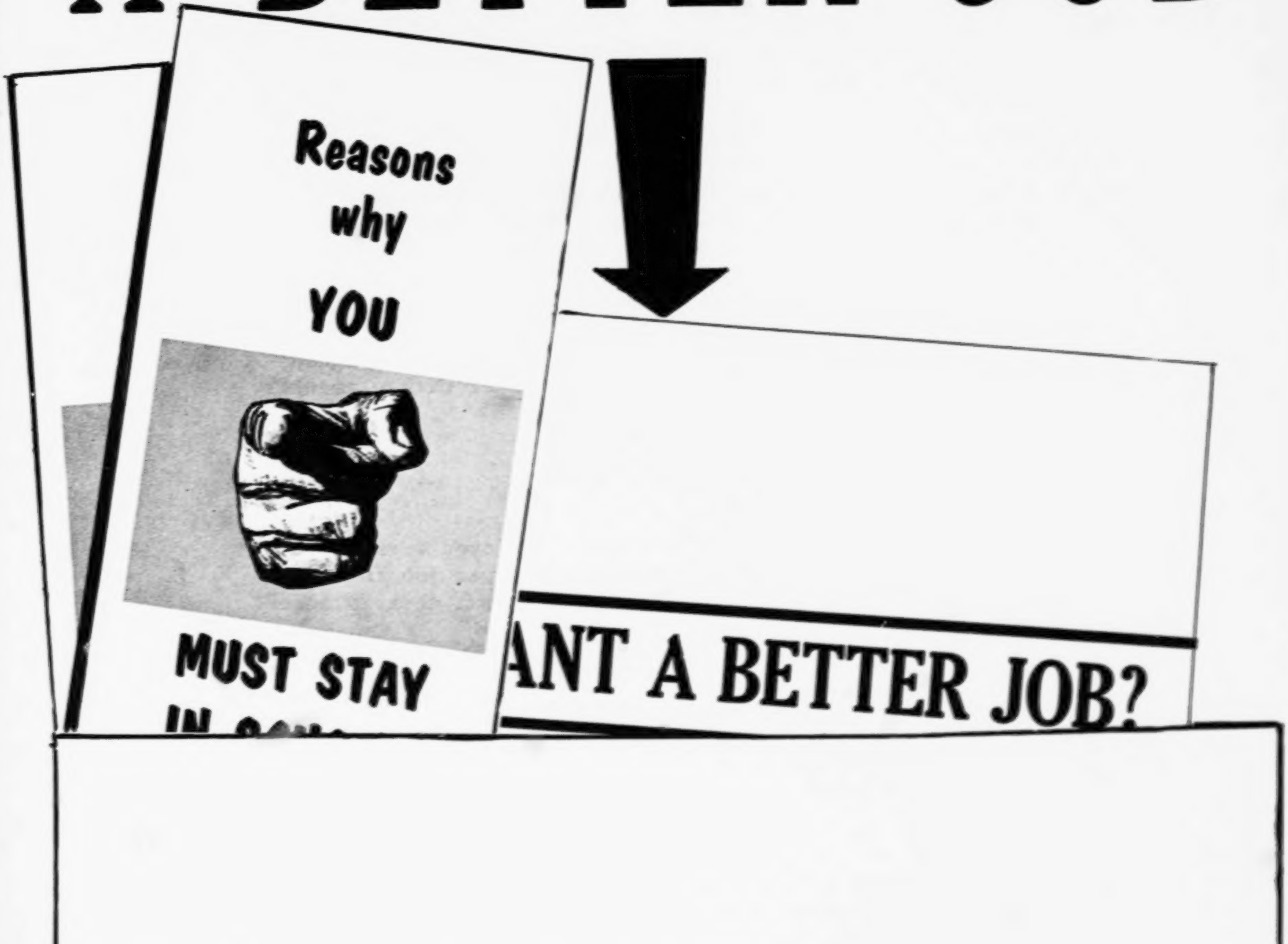
Information Source:
Rex Brown, Executive Vice President
Greater Waterbury Chamber of Commerce
P. O. Box 1469
Waterbury, Connecticut
Area Code 203
754-6123

FOR FURTHER DETAIL ... TURN THE PAGE

HELP YOURSELF

TO

A BETTER JOB


Reasons
why
YOU
MUST STAY
ANT A BETTER JOB?

Example No. 31

Community:
ELMIRA, NEW YORK
Population - 46,517

THE PROBLEM:

Area industrial representatives recognized available local job applicants often did not have basic training skills needed to suitably equip them for many job openings.

Basic Decision: To invoke business, public, and school support for improved community vocational-technical training opportunities for youth and adults.

THE SOLUTION:

The Association of Commerce joined in a major community drive to create support for local establishment of new and improved training facilities and programs.

Basic Organization: An Executive Committee of nine school officials; an Advisory Committee of 60 area business, industrial, labor and civic leaders; and four "task forces" composed of those responsible for planning and executing survey plans.

The Association led a "task force" group assigned to select business, industrial, and service firms to be surveyed--for facts, information, and attitudes on the need for a vocational-technical program. The group developed and refined questionnaires, tabulated results, and aided with recommendations.

THE FOLLOW-UP:

In print is the final report, "The Need Now and Ahead for Vocational-Technical Education in the Greater Elmira Area," an 80-page compilation. Citizens of Chemung and Tioga Counties have been told that:

> "Through the data provided in this study, you will be able to establish realistic area vocational facilities for the training of skilled manpower."

Plans to carry through recommendations are now in force.

Information Source:
Frank E. Smith
Executive Vice President
Elmira Association of Commerce
224 William Street
Elmira, New York
Area Code 607
RE 4-5137

FOR FURTHER DETAIL ... TURN THE PAGE

THE SCOPE AND METHODS OF THE SURVEY

This survey was designed to ascertain in as quantitative terms as possible the information and opinions available from various segments of the population and organizations which are vitally concerned with vocational-technical education in the Greater Elmira Area. It was conducted during the six months period extending from September 1962 to March 1963.

In the process of the survey many people were involved in planning the procedure, advising on the problems of getting data, and in collecting and tabulating data. It would be impossible to list each of them, but some who prepared and administered questionnaires and tabulated the results and served on the working committees are listed elsewhere in this report.

The collection of data and facts from industry and business was made possible through the help of the Elmira Association of Commerce and the cooperation of employers in the area. First a questionnaire was worked out, tested by usage on selected firms, revised, and then put into final form for distribution to 623 different industrial, business, and service organizations. A cover letter from the Association of Commerce explained the purposes of the survey. Individual employers were then contacted by phone to facilitate the early return of the questionnaire. When necessary more than one call was made to answer questions or to give help if such was requested. A special effort was made to obtain information from the twenty-five major industrial and commercial employers in the vicinity.

Sophomore, junior, and senior high school students in the public and parochial schools completed survey forms under the supervision of teachers and counselors. Eighty-nine percent of all enrolled high school students in the 10, 11, and 12th grades completed the questionnaire. Seventy-six percent of the parents of these students completed information on a parent questionnaire and returned it to the school.

Voter reaction was solicited by means of a letter of explanation about the survey and an enclosed card for a response.

Educators in administrative positions were contacted by a letter which included a questionnaire, while classroom teachers in vocational-technical fields were sent questionnaires by school mail. Each was asked to give free and full comment on the need for vocational-technical education in the area. The teaching staff was informed on the purpose of the survey by meetings with administrators and by serving on working committees.

Officials of the labor organizations in the area were contacted in person and by phone to discuss the need for a vocational-technical program. The labor representative then presented an official statement on the need for vocational-technical education to the survey.

Information on the purposes of the survey was given to the public by means of news releases through the local press.

It has been attempted to set forth the facts and opinions collected for this survey in an unbiased fashion, thereby enabling the reader to appreciate the need for a vocational-technical program in the Greater Elmira Area.

TASK FORCES FOR THE SURVEY OF VOCATIONAL-TECHNICAL EDUCATION NEEDS IN THE GREATER ELMIRA AREA

INDUSTRIAL AND CIVIC SURVEY TASK FORCE

Civic, Industrial, and Business Personnel

Robert Jarrett, Chairman
Westinghouse Corp.
Tom Hali
Association of Commerce
Gene Bardwell
Schweizer Aircraft
Gene Knapp
Remington-Rand Corp.
Maurice Griswold
Eclipse, Division of Bendix
Martin Geishen
Elmira Market Place

Robert Boehlecke
County Agricultural Agent
John O'Brien
Employment Service Manager
George Ohlsen
International Business Machines
Carl R. Edgell
Retail, Iszard Company
Robert Jerome
Retail, Jerome Clothier
John Hinton
International Business Machines

Francis Spallone
Westinghouse Business Systems

Vocational and Technical Teachers

Charles Easterbrook, Elmira Heights
Dorotha Lamb, Elmira Heights
William Mack, Van Etten
Earl MacArthur, Candor
Madeline Dunsmore, Spencer
Allen Russell, Horseheads
George E. Dennis, Elmira

Roscoe Tarbell, Elmira
Donald Hardy, Elmira
Kathryn M. Pollock, Elmira
Joseph A. Molnar, Elmira
Drhu H. Meeker, Elmira
Ward M. Hamm, Elmira

SCHOOL SURVEY TASK FORCE

Dr. William Dobberstein, Chairman
Director of Guidance, Elmira
George Green, Guidance, Spencer
Dallas Martin, Supervising Principal, Candor
Joseph Matejka, Guidance, VanEtten
Sister Mary Alberta, Principal
Notre Dame High School, Elmira

Leonard Fudge, Guidance, Horseheads
Elaine Sheppard, Guidance, Horseheads
Carol Kendall, Guidance, Elmira Heights
William Dougherty, Guidance, Elmira Heights

VOTER SURVEY TASK FORCE

Chemung County School PTA Council

Mrs. Pauline Wheet, Chairman
Mrs. Irma Byrd, Elmira
Mrs. Daryl Solomon, Elmira Heights
Mrs. Ida Henry, Elmira
Mr. C. Arden Peterson, Elmira

Mr. William LeShure, Elmira
Mr. Theodore O'Konsky, Candor
Candor Parents and Teachers Assoc.
Mrs. Josephine Stokes, Spencer
Spencer Central School Parents

EDUCATORS SURVEY TASK FORCE

Carlton Jackson, Chairman, Secondary Supervisor, Horseheads, N. Y.
Kenneth S. Weaver, Principal, Elmira Free Academy, Elmira, N. Y.
Wendell V. Cleveland, Asst. Supervising Principal, Jr.-Sr. High School, Elmira Heights, N. Y.
Harold R. Reed, Principal, J. Sloat Fassett Elementary School, Elmira, N. Y.

THE SURVEY OF AREA BUSINESS AND INDUSTRY

This survey was conducted to ascertain the attitude of area business, industry, and service establishments toward public school vocational-technical training and to determine the job skill requirements, present and projected.

The Industrial and Business Survey Questionnaire was designed to elicit this information:

Areas of employment

Specific job skill requirements

Present and projected employment patterns

Opinion on the value of vocational-technical public school training

Attitude toward cooperation with such a program.

Six hundred twenty-three firms large and small, in all types of business activity were contacted by letter, phone, and in person.

One hundred eighteen firms completed and returned questionnaires.

Diligence insured that the replies did include practically all of the major industrial and commercial employers. The other returns gave a representative cross section of the employment opportunities available in the area.

All but two of the firms replying, were in Chemung County. Of the 28 small firms in Tioga County which were contacted only one replied. One firm in Steuben County was canvassed because of the number of Chemung County Employees they hire. Most people who work in Chemung County live in Chemung County.

The 118 business and industrial firms which supplied answers in this survey in January, 1963, **employ 15,795 persons.**

This sample is 41% of the total work force of 38,700 persons as reported by the New York Department of Labor for December 1962.

Example No. **32**

Community:
GRAND RAPIDS, MICHIGAN
Population - 201,487

THE PROBLEM:

Workers or potential workers quite often fail to recognize what their communities offer them in the way of aids to improve their education and their skills.

Question: How to bring this to their attention?

THE SOLUTION:

The Chamber of Commerce provides a handy, up-to-date, 2-page data sheet listing facilities at:

- Colleges and universities;
- State-approved schools (nursing and beauty);
- State-licensed private trade schools; and detailing
- The Board of Education's Adult Trade and Industrial Program.

Any student fees in connection with these are indicated.

THE FOLLOW-UP:

The data sheet provides a "comprehensive yet concise summary."

Readers are impressed with the amount and variety of education and training courses offered locally.

For those seeking more detailed information, addresses and phone numbers listed on the data sheet provide ready reference.

Information Source:
A. G. Atkin, Manager
Community Services Department
Greater Grand Rapids Chamber of Commerce
Federal Square Building
Grand Rapids 2, Michigan
Area Code 616
GL 9-7221

FOR FURTHER DETAIL ... TURN THE PAGE

COLLEGES AND UNIVERSITIES IN GREATER GRAND RAPIDS

AQUINAS COLLEGE 1607 Robinson Rd., S. E., 459-8281

A Roman Catholic college open to those of all faiths.

The following degrees are offered: Bachelor of Arts (liberal arts); Bachelor of Science; Bachelor of Music Education; Master of Arts (teaching).

Maximum 1962-1963 enrollment: 1,203.

CALVIN COLLEGE 1331 Franklin, S. E., 243-0193

A Christian Reformed Church institution open only to those who are members of "orthodox Protestant Christian churches."

The following degrees are offered: Bachelor of Arts (liberal arts); Bachelor of Arts (education); Bachelor of Science (liberal arts).

Maximum 1962-1963 enrollment: 2,537.

DAVENPORT INSTITUTE (Junior Business College) 12 S. Division, 456-1651

Transfer of credits to several senior colleges.

Courses: Accounting, business administration, Dale Carnegie course in leadership training and sales, medical, legal, executive secretary, stenographic, receptionist-typist.

GRAND RAPIDS JUNIOR COLLEGE (Grand Rapids Board of Education institution)

143 Bostwock, N. E., 459-0201

80% of the students take "transfer credit" courses (in effect, the first two years of the usual four-year college courses leading to degrees).

20% of the students take "terminal" (complete) courses in:

- Accounting
- Secretarial
- Cooperative Office Training
- Chemical Technology
- Mechanical Technology
- Salesmanship
- Clerical
- Cooperative Retailing
- Drafting Technology
- Police Cadet
- Business Management
- Physician's Assistant
- Home Economics
- Electronic Technology
- Practical Nursing

The college also offers academic courses to those taking Registered Nurse training at Grand Rapids hospitals.

Maximum 1962-1963 enrollment: 3,320.

GRAND VALLEY STATE COLLEGE (State-supported)

College Landing, Allendale, Mich., 112-895-4301

Bachelor of Arts degrees in liberal arts as well as a teacher training program leading to state certification.

First year of operation, 1963-1964; anticipated enrollment 250-400.

MICHIGAN STATE UNIVERSITY (State-supported)

Continuing Education Center, 148 Ransom, N. E., 459-9527

Graduate degree programs are offered through the following colleges:

- Arts and Letters
- Business
- Communication Arts
- Education
- Engineering
- Natural Sciences
- Social Sciences

Maximum 1962-1963 enrollment: 1,000.

Extension Service, 728 Fuller, N. E., 459-4471

No formal courses for credit; assistance given in the following fields:

- Home Economics
- Marketing
- 4-H Clubs
- Community Resource Development
- Agriculture

Student Teacher Education Program, 148 Ransom, N. E., 459-9527 and 243-6187

Speical program for those with two years of college providing on-the-job training for teachers, leading to degree. Total of five years of college work including student teaching.

Maximum 1962-1963 enrollment: 40.

Example No. **33**

Community:
SHELBYVILLE, TENNESSEE
Population - 10,466

THE PROBLEM:

"Local industries experienced difficulty in obtaining qualified help in skill levels required for efficient and profitable production."

"Employer-conducted training programs were costly, time-consuming."

Prime Need: "Facts and data...to justify locating in this area an educational facility capable of providing numerous skilled craftsmen for local industries."

THE SOLUTION:

The Chamber of Commerce conducted a 3½-month survey to determine the need for a Vocational-Technical Training School.

Questionnaires and letters returned to the Chamber were sorted, assembled into books, and delivered to the State Commissioner of Education by a Chamber representative and delegation of "eleven other interested citizens" who "expressed their views to the Commissioner about the need for a Vocational School."

THE FOLLOW-UP:

"The State has agreed to build its 'pilot' Vocational-Training School in Shelbyville...the first of twenty such schools that will be constructed throughout the State of Tennessee."

"We feel that such a school will be greatly responsible for changing the economic level in our community, making Bedford County a more desirable place in which to establish an industry, and will decrease the number of unskilled personnel in this area."

Information Source:
Edward G. Lane, Manager
Shelbyville and Bedford County
Chamber of Commerce
Hotel Dixie Building (P. O. Box 167)
Shelbyville, Tennessee
Area Code 615
684-3482

FOR FURTHER DETAIL ... TURN THE PAGE

Shelbyville and Bedford County
Chamber of Commerce
INCORPORATED
Member: Chamber of Commerce of The United States
P. O. Box 167
HOTEL DIXIE BUILDING
PHONE 684-3482

Shelbyville, Tennessee

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J. Morton Tune
William C. Tune, Jr.
Franklin Yates

The 1963 State Legislature has provided money to establish 20 vocational schools within the next four years. Six of these, are scheduled for allocation in 1963. Three of our neighboring counties have already expressed their desire to the Department of Education for such a school. We have every reason to believe, that Bedford County can justify one of these schools on the basis of the needs for our existing industries and the desires of our residents.

Recently, we were apprised of the difficulty experienced by our local industries, in obtaining qualified help in the skills required for efficient and profitable production. We were informed, that in most instances employers are conducting a training program to increase the effectiveness of their employees. Such programs are costly to the employer and affect their production schedules. We must recognize our obligations to these industries, as well as to the commercial establishments of our community.

If we are successful in our efforts to obtain a vocational school for this area, our job of selling our community to prospective industries will be easier. Prospective industries give careful consideration to the advantages offered by a community and our primary concern is the availability of skilled labor. I believe that we are interested in witnessing greater economic growth in our community. This cannot become a reality without first attracting more industries.

Another facet deserving your consideration, is the community's obligation to its residents. I am sure you realize, that a great number of our citizens cannot further their formal education beyond high school, which in most cases is due to financial circumstances. Consequently, there is a constant increase in the ranks of unemployed, unskilled labor. The community must shoulder its responsibilities and accelerate

The Chamber of Commerce would appreciate a letter from your organization, setting forth your views on the value of a vocational school to the people and industries of our community. We invite your members to submit their individual views. Letters from civic, professional, and social organizations, as well as letters from interested citizens, will be proof positive that the people of our community are unified and sincere in their desire to obtain and support a vocational school.

Harry Logue, Chairman
Education Promotions Committee

Example No. 34

Community:
BURLINGTON, IOWA

Population - 32,430

THE PROBLEM:

How to gain a composite picture of local labor force characteristics--needed"to attract new industry and to enable existing industry to expand."

Major Goals: (1) A "record of present and past skills" of area workers; (2) a determination "of the age and scholastic attainment" of the work force; and (3) a determination of "the number of workers who would accept part-time...or full-time employment."

THE SOLUTION:

Responsibility for a major survey was assumed by the Chamber's Industrial Development Bureau.

Thirteen high school Distributive Education students agreed to serve as a survey team; five sales and marketing executives directed their advance preparation and progress.

Comprehensive pre-survey planning sessions were held. Telephone interviewing was chosen "as promising the greatest number of responses."

THE FOLLOW-UP:

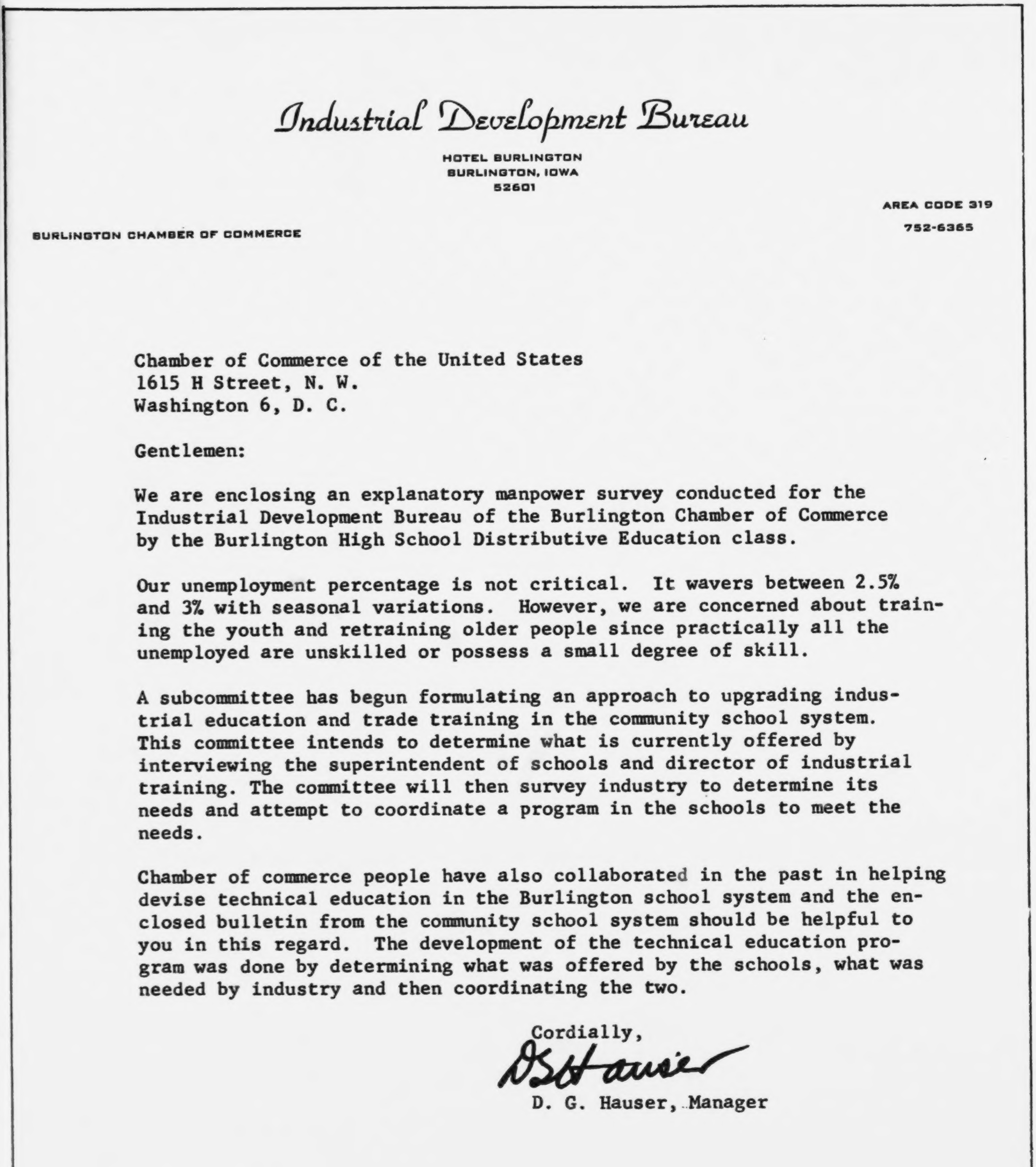
Calls to about 11,000 residences were made during a 2-month period.

Through advance publicity--newspaper and radio--the public was "generally well prepared and receptive"...92% responded.

An 80-page final report details survey findings.

Information Source:
D. G. Hauser, Manager
Industrial Development Bureau
Burlington Chamber of Commerce
Hotel Burlington
Burlington, Iowa
Area Code 319
752-6365

FOR FURTHER DETAIL ... TURN THE PAGE



Industrial Development Bureau

HOTEL BURLINGTON
BURLINGTON, IOWA
52601

AREA CODE 319
752-6365

BURLINGTON CHAMBER OF COMMERCE

Chamber of Commerce of the United States
1615 H Street, N. W.
Washington 6, D. C.

Gentlemen:

We are enclosing an explanatory manpower survey conducted for the Industrial Development Bureau of the Burlington Chamber of Commerce by the Burlington High School Distributive Education class.

Our unemployment percentage is not critical. It wavers between 2.5% and 3% with seasonal variations. However, we are concerned about training the youth and retraining older people since practically all the unemployed are unskilled or possess a small degree of skill.

A subcommittee has begun formulating an approach to upgrading industrial education and trade training in the community school system. This committee intends to determine what is currently offered by interviewing the superintendent of schools and director of industrial training. The committee will then survey industry to determine its needs and attempt to coordinate a program in the schools to meet the needs.

Chamber of commerce people have also collaborated in the past in helping devise technical education in the Burlington school system and the enclosed bulletin from the community school system should be helpful to you in this regard. The development of the technical education program was done by determining what was offered by the schools, what was needed by industry and then coordinating the two.

Cordially,

DGHauser

D. G. Hauser, Manager

MANPOWER SURVEY -- BURLINGTON, IOWA

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Prepared by:

Burlington Chapter, Distributive Education Clubs of America
John E. Elias, Coordinator
Burlington High School
Burlington, Iowa

For further information contact:

D. G. Hauser, Manager
Industrial Development Bureau
Burlington Chamber of Commerce
Burlington, Iowa
Telephone: Area Code 319/752-6365

PURPOSE OF THE STUDY

The citizens of Burlington are making a concerted effort to attract new industry to the area and to enable existing industry to expand. This survey will furnish the Industrial Development Bureau of the Burlington Chamber of Commerce, the community agency responsible for this activity, and other interested parties, with valuable data pertinent to these development activities.

The primary purpose of the survey was to record the present and past skills of workers in the Burlington labor force, as this data is of vital interest to any industry seeking to expand an existing plant or locate a new plant in the city. Industries employing a high percentage of skilled and semi-skilled help ordinarily desire to know if trained workers are available in the labor pool.

The secondary purpose of the survey was to determine the age and scholastic attainment of the work force which is of particular interest to research and science-oriented industries as well as those requiring workers with great dexterity and high intelligence.

A third objective of the survey was to determine the number of workers who would accept part-time work in addtion to their main employment and the number of workers who would take full-time employment in an expanding or new industry in Burlington.

The study will be turned over to the Industrial Development Bureau of the Burlington Chamber of Commerce to be used as an aid in attracting new industry to the city and in assisting existing industry to expand.

PROMOTION

A promotional campaign was used to inform the public of the survey. The purpose of the survey and its progress was conveyed through both radio and newspaper media. Burlington's local radio station carried newscasts about the labor survey seven different times with five and six repeat broadcasts for each release. The newspaper carried seven articles with one almost full-page public service ad. Both the radio and newspaper carried news on the same dates. News releases and articles were run on October 12, December 1, December 19, January 5, January 18, and January 21.

Approximately 13,500 student hours were spent on the study. This included the planning, phoning, tabulation, and writing of the study.

Example No. **35**

Community:
VAN NUYS, CALIFORNIA
Population - 111,915

THE PROBLEM:

"Living as we are, in the midst of one of the most advanced areas of technological development in the entire nation, each of us has a real concern...

"Only five counties in the U.S. exceeded San Fernando Valley in population growth from 1950 to 1960...it now ranks as the 9th largest municipal area in the U.S. By 1960, it is estimated, more than 60% of Valley workers will be in industrial classifications."

Emphatic Need: A thorough, frank and basic study "of all existing education and training programs and facilities located in schools and industries of the San Fernando Valley."

THE SOLUTION:

A local 25-member industry-education Advisory Committee was chosen to determine objectives and financing of the study.

Sponsorship and financing were shared by Van Nuys Chamber of Commerce, Los Angeles City and State Boards of Education.

A professional Survey Director -- Donald D. Dauwalder -- was appointed.

THE FOLLOW-UP:

The resulting 188-page survey report, "Education and Training for Technical Occupations," represents a "unique cooperative effort" that will "insure a closer, more effective relationship between industry's manpower training needs and the public schools' education program."

"As a result...many special classes and complete programs have been developed locally...Engineering is now offered at Valley State College...a new extensive Engineering Department is being housed in a new building."

Information Source:
R. W. Burns, Secretary-Manager
Van Nuys Chamber of Commerce
6622 Van Nuys Boulevard
Van Nuys, California
Area Code 213
ST 5-6571

FOR FURTHER DETAIL ... TURN THE PAGE

EDUCATION AND TRAINING FOR TECHNICAL OCCUPATIONS

By Donald D. Dauwalder Survey Director

A Study of Industries and Schools in the San Fernando Valley, California, Relating to the Education and Training Required for Technicians and Related Occupations.

METHODOLOGY

It is believed that no single survey technique would be adequate to determine the actual need for revised educational standards, improved industrial training programs, and the need of industry for specific employee groups. Therefore the methods used in this study include:

1. A review of all school and industrial publications, brochures, and catalogs which pertain to the education of skilled craftsmen, technicians, and engineers, the training of these employees, and the recruiting of technical personnel.

2. The distribution of three basic questionnaires to all industries in the area engaged in manufacturing, fabrication, or research and development. These questionnaires are reproduced in the Appendix of this report.

3. Personal interviews with school administrators, supervisors, and teachers at all levels of education.

4. Personal interviews with industrial representatives involved in recruiting, training, job classification, and supervision of technical employees and many technicians, to validate and supplement completed questionnaires. In many instances several individuals would be contacted at the same company and their varying opinions compared, coordinated, and reconciled.

5. A review of all vocational and industrial education courses offered in the Valley in all schools from secondary through college postgraduate. This included reviews of course outlines, instruction methods, curricula development methods, teaching methods, and coordination between programs.

6. A review of all industrial training programs conducted by or for the industries surveyed.

7. A study of student availability for technical and/or vocational programs. These studies were made in the junior high school, the high school, the junior college, the adult school, and the junior college extended day programs. Questionnaires used for this purpose appear in the Appendix.

8. A study of the availability and interest of industrial personnel for courses leading to upgrading or advancement, whether such courses were given within industries or the schools.

9. A validation study of the survey of students by contacting, by questionnaire, a statistically valid random sampling of parents. Parents were contacted both through the Parent-Teacher Association and from a random sampling of the parents of students completing the basic questionnaires. The Parent Questionnaire also appears in the Appendix.

RECOMMENDATIONS FOR INDUSTRIES

Throughout this report many recommendations have been made pertaining to the industries of the Valley. The following summary of these recommendations refers to all industries, regardless of size.

1. Each industry currently conducting training must continue such programs and modernize and modify them as required. Industries which lack training should refer to pages 31 to 39 and to Section VI, wherein recommendations are contained concerning the determination of training needs and the adequacy of programs.
2. Industries should standardize their job classifications and job names as possible. It is recommended that the general classification structure used in Section XI be considered as a uniform standard for this area.
3. Even with the establishing of uniform classification nomenclature, it is necessary that levels of employment be more adequately indicated. Semi-skilled, skilled, technical, and engineering levels must be adequately differentiated. Refer to page 26.
4. Industries must become more familiar with current and proposed school courses and curricula. See page 23.
5. Each industry should study the analysis and recommendations pertaining to industrial problems as contained in Section V, and apply the pertinent factors which relate to their individual operation.
6. Industries on an individual or on an association basis must make definite arrangements with schools of all levels for the addition and modification of curricula as required.
7. There must be increased inter-employment between industries and the schools. More teachers and students studying industrial subjects should be offered skill-related employment. See page 40.
8. Every industry, regardless of size, should provide guidance and counseling for its employees in matters of company policy, education, training, and performance evaluation.
9. Industries which offer employee services, such as training, should assist, through their associations, other industries which do not have such services by collecting and exchanging materials, techniques, etc.
10. In specific training areas every industry must provide at least programs in orientation, indoctrination, and on-the-job training, as defined on pages 55 to 57.
11. Greater and continuing coordination with the schools must be arranged. Industries should train staff to conduct cooperative studies of the schools' programs. In addition, industries should study their own costs of recruiting as related to costs of adequate training.
12. Companies of all sizes must be represented on educational advisory committees and must participate in organizations such as the Industry-Education Council. Of course it would be impossible for each small company to do this. Therefore small industries must form their own associations and assign representatives to serve on such advisory committees and to maintain membership in related councils and coordinating bodies.

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EMPLOYERS

Example No. 36

Community:

PORTSMOUTH, VIRGINIA

Population - 144,773

THE PROBLEM:

"States are competing to attract new industries. When surveys reveal that vocational-training facilities are inadequate, industries pass up the location just as quickly as if water and electricity are in short supply."

"The primary job of the Chamber is to improve the business climate of a community and to bring new industry to the area."

"In Portsmouth, employment counselors get many requests from industry--for skilled personnel--which they are unable to fill. On the other hand, several hundred unskilled, unemployed people--whom they cannot place--beat a path to the door weekly."

THE SOLUTION:

Chambers of Commerce in Portsmouth and Chesapeake, working with local school officials, surveyed 250 local firms to determine the actual needs for skilled employees.

A study of school drop-outs accompanied this survey.

To learn what other states were doing in solving vocational-technical training needs, the Chamber surveyed all 50 states; of 40 replying, only 4 reported no vocational-technical schools or plans underway to establish them in their borders.

THE FOLLOW-UP:

The Chamber has taken the lead in stressing the need for a Vocational-Technical Training School. It has urged all Chambers in Virginia to support a proposal for establishing area schools.

The Chamber has presented a convincing case to State officials--based on its surveys; a State agency is now recommending establishment of five new area vocational schools. The Chamber urges that one of these be located in the Portsmouth industrial area.

Information Source:
B. W. Freund
Assistant Managing Director
Portsmouth Chamber of Commerce
P. O. Box 70
Portsmouth, Virginia
Area Code 703
EX 7-3453

FOR FURTHER DETAIL...TURN THE PAGE

THE NEED FOR AREA VOCATIONAL TECHNICAL TRAINING SCHOOLS IN VIRGINIA

by

Capt. B. W. Freund, USN
Asst. Managing Director
PORTSMOUTH CHAMBER OF COMMERCE

"In a recent talk Joseph G. Hamrick, Virginia's Industrial Development Director, commenting on Virginia's inadequate industrial development over the past 10 years, stated as follows:

"'One of the state's major liabilities is insufficient vocational and technical training. A spokesman for General Electric at Waynesboro stated that almost all technical personnel for their operation are imported from outside Virginia. This state is missing great opportunities--because the technical training is not yet generally available in Virginia.'"

"THE NEED FOR VOCATIONAL-TECHNICAL TRAINING has been developing during the past 40 years and has become acute during the past 10-12 years."

"From 1950 to 1960 the number of families living on farms in Virginia has decreased by 48.4%. Industrialization, mechanization and automation; advances in electronics, chemistry and aviation--these have reduced the requirement for unskilled labor, which now amounts to only 10% of the labor force. The requirement for skilled, technically trained personnel has increased correspondingly."

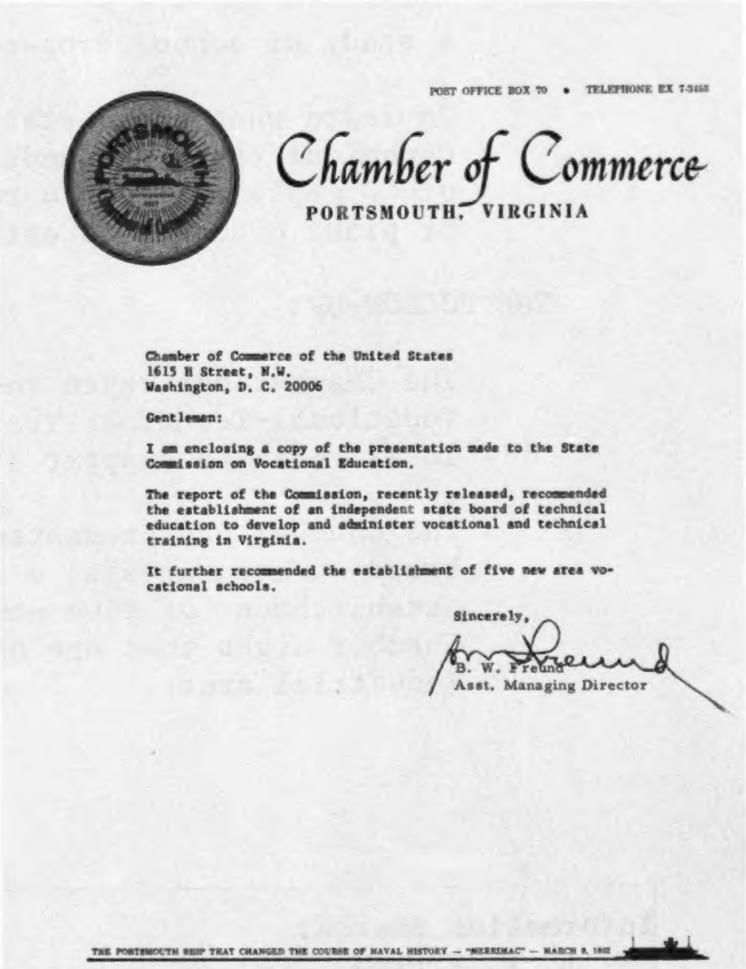
"In Portsmouth, the manager of the Virginia Employment Commission reports that he has many requests from industry for skilled personnel which he is unable to fill. On the other hand, several hundred unskilled, unemployed people whom he cannot place beat a path to his door each week."

* * * *

"Large corporations can train and supply their own technicians... but small establishments often lack necessary resources to conduct planned training without outside help.

"Since 98% of the business establishments in this country are small firms employing fewer than 100 workers, Vocational-Technical training schools are necessary to assist them in obtaining skilled labor."

* * * *



POST OFFICE BOX 70 • TELEPHONE EX 7-3468

Chamber of Commerce
PORTSMOUTH, VIRGINIA

Chamber of Commerce of the United States
1615 H Street, N.W.
Washington, D. C. 20006

Gentlemen:

I am enclosing a copy of the presentation made to the State Commission on Vocational Education.

The report of the Commission, recently released, recommended the establishment of an independent state board of technical education to develop and administer vocational and technical training in Virginia.

It further recommended the establishment of five new area vocational schools.

Sincerely,

B. W. Freund
Asst. Managing Director

THE PORTSMOUTH SHIP THAT CHANGED THE COURSE OF NAVAL HISTORY — "MERRIMAC" — MARCH 8, 1862

NATIONAL CHAMBER MATERIALS

Automation and Unemployment. (0085)

An analysis of the several types of unemployment with key emphasis on unemployment due to structural changes: shifts in consumer demand, changes in methods and techniques, and labor displacement. Remedies are analyzed. 34 pp. (50¢)

B-E Day in Torrance.

This film visualizes, in action and sound, the planning sessions of the Chamber Board of Directors and the Board of Education as a Business-Education Day emerges from an idea and develops into a cooperative project of schools and business firms. 16mm. Color. 17 minutes. Rental: $10 for 7 days.

Building Better Cities.

Emphasizes the vitality of American communities—straining under the explosive impact of population growth and shift—and suggests ways in which citizens can cooperate to make towns and cities better places in which to live and work. A new and fresh approach to community development. 16mm. Color. 28 minutes. Rental: $5 for 3 days, $10 for 7 days. Sale: $150.

Checklist of Factors Affecting the Business Climate. (0063)

Designed to aid business and community leaders in identifying factors that affect the "business climate" discussed in the booklet *Getting and Holding Good Employers*, in determining the strong and weak points in the community, and in planning a program of constructive action to improve the business climate. 28 pp.

Education—An Investment in People. (0590)

A graphic presentation of facts and figures on the value of education to individuals, education in relation to our population growth, and current and predicted school conditions. Useful in stimulating action on local educational problems. ($1.50)

Education Projects For Business Organizations. (0564)

A loose-leaf sourcebook summarizing many types of successful education projects sponsored by chambers of commerce and business firms. Tabbed in five categories for easy reference. 70 original pages, and supplements describing current projects published monthly. 1963. ($5.00, includes monthly supplements for one year)

Education Projects for Community Progress. (0110)

A program of action for chambers wishing to establish an education committee and sponsor activities to strengthen local schools.

Education Projects Kit. (0096)

A packet containing a complete set of working materials for a local chamber of commerce education program, including publications of the National Chamber's Education Department, plus special flyers on current topics, and an extract of policies on education adopted by members of the National Chamber. ($2.00)

Employment and Unemployment—The Problem of the 1960's. (0087)

Proceedings of the second 1961 Economic Institute (May 1961). Authoritative speeches, discussions and answers to questions about our labor market problems. 104 pp. ($1.00)

Getting and Holding Good Employers. (0072)

An analysis of the factors that form the "business climate" in a community and the effect of this climate on job-making firms and prospective employers. 26 pp. (50¢)

How to Plan a Business-Education Day. (0098)

A "how-to-do-it" manual on the organization and operation of a Business-Education Day in which teachers visit offices, stores, plants, and chambers of commerce to see the American business system in action. The suggested procedures are reports of successful projects conducted in hundreds of communities. 1960. (50¢)

How to Plan Career Conferences for Teen-Agers. (0101)

A step-by-step outline for planning and holding a conference that will help high school students select their vocations. (40¢)

Manpower Development and Training Kit. (0577)

A series of articles providing specific answers to the training needs of business:

—Accredited Correspondence Education
—Apprenticeship
—Career Guidance for Youth
—Distributive Education
—Office Education: A Source of Skilled Office Personnel
—On-the-Job Training
—Vocational Education: Upgrading Adult Skills
—Work-Study Programs

Unemployment—Some Neglected Causes. (0090)

Describes unemployment generated by legislation and through the government's administration of laws, and unemployment generated by unions through their exercise of market power. 27 pp. (50¢)

What New Industrial Jobs Mean to a Community. (0489)

Measures the effect on retail sales, bank deposits, etc. in the community resulting from an increase in industrial employment between 1950 and 1960. 12 pp. (25¢)

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